

Educational Supplement

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Break

Science of milk

Clem Adelman has just finished the final report of his Social Science Research Council study... The use of objects in education of children between three and five years...



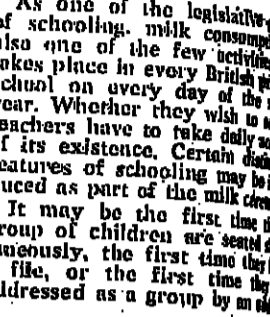
The sucking begins

When all the children have sat down the teacher leads into a communal prayer. She then selects the children to collect their milk by colour of clothes...

ing to other children or to the teacher. When the nursery nurse is present there is some conversation. The empty bottles are replaced on the ledge...

Take the biscuit

In this classroom, and the previous one described, children are reprimanded for spilling milk on the floor and on apparatus.



Collaring bottles

In nursery classroom 2 there is a 'milk bar'. The milk bottles are placed on a ledge above two adjacent tables against the wall...



When all the bottles are returned the milk servers wheel the trolley back to the classroom, clear the table with the help of the nursery nurse. The rest of the children are instructed to go and sit in the carpet area...

No other activities conjoin with the consumption of milk. The children usually drink without talking.

What a ceremony

Before milk, the children were working on tasks either specified by the teacher or selected by the children. After four or five minutes children begin to drink their milk at tables and continue to work at the tasks if they were not working at tables on set tasks when



Given the inevitability of the ceremony, teachers may wish to exploit its learning potential. It can be used as an opportunity to reinforce classroom rules...

Next week

C. W. E. Bigsby reviews the South

TUC backs demand for allowances for the over 16s

by Mark Jackson

Specific grants should be given to education authorities to ensure that the needs and priorities are properly met, Mr Len Murray, general secretary, told the TUC conference at Blackpool this week.

"There is no doubt that there will be immense pressure on the Government, and the Secretary of State's hand will be greatly strengthened in his fight within the cabinet for allowances."

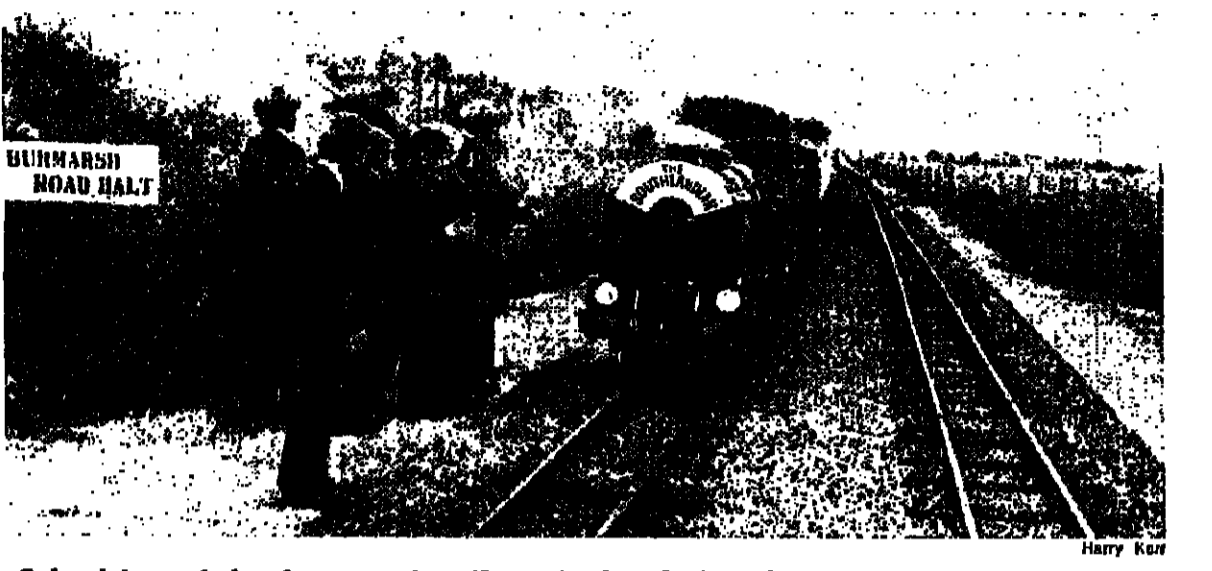
Mr Murray was opening a crowded education debate on the third day of the conference—a debate that was not cut short in spite of the heavily disrupted timetable.

Teachers' leaders left convinced that they have overwhelming support throughout the trade union movement for their main demands—mandatory educational maintenance allowances, day release, expansion of further and higher education.

Pressure on the Government to provide educational maintenance allowances for all the over 16's in full-time education is now likely to be stepped up. The conference unanimously approved a National Union of Teachers resolution which called for grants comparable to the £18 a week allowance which is paid to school leavers who participate in the Government's Holland training programme.

Afterwards Mr Fred Jarvis, the NUT general secretary, said: "Confidence has, of course, called for maintenance allowances in the past, but this year the issue has been highlighted in a way which establishes beyond all doubt the widespread feeling in the trade union movement."

Increased industrial training and the work preparation of young people were demanded by a number of speakers in the economic debate which followed.



School bus of the future? Pupils wait for their 'Comprehensive Special', a miniature train which will take them to a new school in Romney, Kent.

Passing the buck, Mrs Williams?

by Mark Vaughan

Mrs Shirley Williams, the Education Secretary, is heading for a stormy session with some of the teacher unions and local authority associations when they meet to discuss the school curriculum on September 20.

development of coherent policies for language development in the light of the Bullock report, 'A Language for Life'?

Her recent draft circular and questionnaire to L.E.A.s on the curriculum, one of the first products of the Green Paper, is likely to be given a cool reception by the largest teacher union, the National Union of Teachers. And many local authorities feel that the questionnaire, with its six sections and 36 questions on arrangements and policies, is "passing the buck" from the Department of Education to the L.E.A.s.

A majority of NUT executive feel that the questionnaire to L.E.A.s is provocative because it will be taken as a signal for authorities to jump up and do something about the school curriculum. The NUT feels that the major responsibility for the school curriculum has been, and always should be, that of the head and the teachers.

Local authorities will probably be quitted in their criticism of questions like: "What steps has the authority taken to promote the

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Spectre of 200,000 jobless

Amid the drama of a prime ministerial tour de force and low comedy at the expense of Mr Jack Jones's draymen, education and training may not have been uppermost in TUC delegates' minds this week at Blackpool. But unemployment, and particularly the shocking figure of more than 200,000 jobless school-leavers, was in the background to every discussion—including those on wages and collective bargaining, and it was in this context that the congress duly repeated their demands for mandatory educational maintenance allowances, day release and a full FE programme to complement Holland.

The National Union of Teachers did their bit. John Goss, president of the union, went to Blackpool with a speech which spelled out what would happen if 16-year-olds get £18 a week for wages and collective bargaining, and it was in this context that the congress duly repeated their demands for mandatory educational maintenance allowances, day release and a full FE programme to complement Holland.

MR BONES, THE BUTCHER Home made sausages in the shop run by Mr Bones, the butcher who supplies the families in the good old days when they cost only 1s 6d. The thin sausage and others were 11s in diameter and long six of which weighed 1lb. How many of the thin sausages were there in 1 lb.

The TUC's contribution to educational policy making has been increased of late. Education has always been a cause in which the unions have expressed views—usually liberal and Taylorist in tone. (Ernest Bevin was one of Butler's influential backers in the preparation of the 1944 Act). A glance at the annual report shows the TUC putting forward views on everything from the curriculum to school meals and from examinations to school transport. The congress emerges as an early advocate of specific DES grants for priority policies—Mrs Williams was delighted to adopt their arguments. They offered sharp criticism of the pilot schemes of identified workers put the accent on political and economic literacy (but carefully refrained from saying what to do). They hammered away at the public schools.

Even looks as if their long-standing devotion to liberal adult education is now going to manifest itself in more effective campaigning for easier access to higher education for mature students (though they lack my real commitment to recurrent education comparable to that of unions in countries like Sweden). There is nothing lukewarm, however, about their interest in the education of trade unionists in trade union and negotiating skills. The TUC has begun to point out forcefully that a great deal more of this (in the employers' time) is needed if efficient worker-directors are to be forthcoming to staff the Bullock boardrooms of the future.

It is all to the good that the TUC should become involved in general educational issues, like the reform of the Schools Council and what to do about the Taylor report. Now that the NUT, NATFHE, and the NAS are all members, it will be interesting to observe how the congress, voicing the concerns of trade unionists as a whole, copes with the pressure of individual groups of experts among their own number. But this is what the TUC are having to do increasingly in other fields as their membership diversifies. Where their influence is most needed is in supporting the case for a comprehensive policy for the education and training of young workers—to which they are committed—but against which the present distribution of powers and responsibilities between the DES, the Department of Employment and the MSC, tends to work.

No comment

"Danny stayed home on Tuesday morning for me as my father was unable to do it, and I had the poodle-chipper coming".—Note from parent of a 13-year-old boy.

Bang on the budget Shock tactics

Local authorities think their education spending this year will be almost spot on target. They estimate a saving of 0.2 per cent or £14.2m.

Is it right to ask teachers to shock children in the name of safety, asks Gerald Hodge, following the shooting of the British Rail film, The Finishing Line, on television.

Mayhew and after

Some teachers' unions are advising their members not to invite pupils back to their homes following the acquittal of Mrs Sandra Mayhew, the teacher charged with incestuously assaulting an 11-year-old boy.

Leaders, 2; foreign news, 10, 11; letters, 12, 13; sport, 14; features, teacher autonomy, work, leisure and the curriculum, Harwood Centre, 15-17; Books, C. R. W. Bigsby reviews a new study of American literature of the South, Geoffrey Summerfield reviews 'Language across the curriculum', music, art, society, science, history textbooks, 18-21; Talkback, film in primaries, PGCE course, 22; Resources, Robin Macdonald on the Tobin Colour System instrument hire, 23, 24; Dates, sport, 25-32; Book, crossword, bridge, 60.

Prep school pep

A £150,000 advertising campaign is to be launched to help a fall-off in preparatory school places. Leaflets are to be placed in doctors' and dentists' waiting rooms, golf clubs and estate agents.

Classified ad index. page 25

The new priesthood

Bob Bell defends his questioning of teachers' inalienable right to control of the curriculum.

Political literacy. A new television series could arouse apathetic pupils and prove that politics are relevant, says Anthony Glees.

'The TES'

We apologise to readers for the number of mistakes in this week's issue. They are caused by layout problems in the composing and reading rooms.

How it is drunk



In 1972 from milk ceased to be given to children over seven. Milk had been introduced in 1934 with the dual purpose of improving the diet of school children and bolstering its market price. In time milk consumption became a focal part of the school curriculum—as much about culture and cognition as about child health and Keynesian economics.

Crossword No 1,101

Crossword puzzle grid with clues for Down and Across.

Down

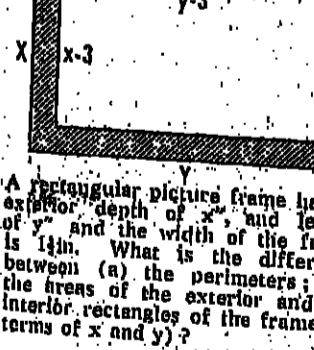
- 1 The eating House? (6)
2 (7)
3 Having team (5)
4 Possibly not at all like a self portrait (2, 6, 3, 2)
5 Poor showing the special spirit (5)
6 Up for pride, down for correspondence (5)
7 Never again (4)
8 Tom was literary (5)
9 (6)
10 (6)
11 Indecent compromise of opinion (6)
12 Did he meet with triumph and disaster and then these two imposters just the same? (8)
13 The French symbol in old Paris (4, 3, 6)
14 (4)
15 (4)
16 (4)
17 (4)
18 (4)
19 (4)
20 (4)

Across

- 1 Seek to delimit that they may merit mankind And, while still in infancy, the child—infant (Cawper) (9)
2 It's me wrapped in (5)
3 Fowler's place (4, 3)
4 Money back after thorough (4, 3, 6)
5 (4)
6 (4)
7 (4)
8 (4)
9 (4)
10 (4)
11 (4)
12 (4)
13 (4)
14 (4)
15 (4)
16 (4)
17 (4)
18 (4)
19 (4)
20 (4)

Maths teasers

PICTURE FRAMES



A rectangular picture frame has an exterior depth of x, and length of y. And the width of the frame is 14in. What is the difference between (a) the perimeter of the frame and the perimeter of the interior rectangle of the frame (in terms of x and y)?

SS MERMAID AND THE THREE BUOYS

A cargo ship, the SS Mermaid, is steaming at a constant speed along a straight channel, marked by three buoys. She takes 30secs to pass the first buoy and 5mins elapses between the three. She reaches the second buoy and the time she clears the third buoy. (a) What is the length of the ship in miles per hour. If the distance between the second and third buoys is one-third of mile?

Next week

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# Warning for all in Mayhew case

by Lucy Hodges

The case of Mrs Sandra Mayhew, who was acquitted last week of indecent assault on a 11-year-old boy, is a cautionary reminder of what can happen to teachers if they get close to their pupils.

Not only was Mrs Mayhew faced with a 10-year prison sentence on the charge of indecent assault, but her name was blazoned over the front pages of the tabloid newspapers and intimate details of her private life were revealed to millions. As Mr Bernard Williams, assistant general secretary of the National Association of Schoolmasters/Union of Women Teachers, put it: "She has been scarred for life even though the court exonerated her."

Both Mr Wakefield and representatives of other teachers' unions are advising teachers not to ask children back to their homes. Mr Robert Cook, general secretary of the National Association of Head Teachers, said that if children were invited to teachers' homes care should be taken to make sure they came with other children or that there were adults present.

The National Union of Teachers, the union which represented Mrs Mayhew at the trial and will now pay her legal costs estimated at some £1,000, is remaining silent. The union does, however, have a code of professional conduct for its members which lays down in general terms what teachers should not do with pupils.

The Assistant Masters Association is a bit more specific in its pamphlet, *A Guide for Teachers*, which advises its male members how to conduct themselves with girls. "Be brisk and rather distant, kind but scrupulously fair."

Mr Peter Smith, an assistant secretary of the AMA, who was responsible for drafting this advice, said teachers were very vulnerable.

Commentators have pointed out that the Sandra Mayhew case not only highlights the grave risks teachers run, but is also unusual in itself for a number of reasons. Normally such allegations are brought by a teenage girl against a young male teacher in a secondary school.

"Yet here was an 11-year-old boy claiming a sexual affair with a woman primary school teacher."

Mrs Mayhew, 26, of Badgers Close, Hove, Sussex, was charged with indecently assaulting a boy (the son of a policeman) and committing an act of gross indecency with him between March and December last year. The police did not charge her with unlawful sexual intercourse, despite the fact that the law treats boys and girls differently. Since 1982 boys under 14 have been presumed, in legal terms, to be irrefragably incapable of sexual intercourse. Unlawful sexual intercourse can only be committed with a girl under 16 and, if she is under 13, the punishment is life imprisonment.

So if a teacher in a case such as Mrs Mayhew's had been a man and the charge had been unlawful sexual intercourse he could have faced life. Many teachers are concerned that the case will swing the pendulum back to stiffer relationships between teachers and children. Mr Michael Marland, head of Woodberry Down School, London, said pupils could benefit enormously from meeting teachers and their families in their homes. "Any set-up which prevented that would do more harm than good", he said.

# Parents can stop vandals

Vandalism in schools could be greatly reduced if parents and other supporters of the school put as much effort into fighting it as they often do into building new swimming pools, says a report in the latest issue of *Where* magazine.

There is no basic solution to the problem, but that does not mean it is too big to tackle, it says. "Parents and teachers can try some simple ways of dealing with the symptoms even if the disease itself is a chronic one which will take a long time to be cured altogether".

The report, by Judith Stone and Felicity Taylor, says the first thing to do is to get relevant research together. It is now easy to go to break into schools at school hours.

"The standard of security in schools is often far lower than any conscientious householder would be happy with at home..."

# Pupils may be the ruin of public transport

Public transport systems are heading for economic disaster by becoming increasingly dependent on school children as their largest group of passengers, according to a recent study in Huddersfield.

But operators should make their services more attractive particularly by persuading education authorities to stagger school hours in both the morning and evening, so that a minimum number of buses can be used it says.

The study, which was carried out by the Local Government Operational Research Unit, pointed out that the peak of the bus operations everywhere is determined by when schools open and close. In Huddersfield half the bus trips in the morning peak hours (8.30-9.00 am) are to schools. Staggering the school hours to reduce the size of the peak would lead to "substantial economic savings".

# Any damn fool' can be an engineer

British Association conference at Aston University

There was a call for a show of hands for and against the dropping of A-level physics, but of the several hundred present only a few voted either way. An ILM for science took the view that for the suggestion that too many children were allowed to drop maths in secondary schools. Only one in a hundred dropped maths before the age of 16, he said. Engineers are far from in agreement even on the basic assumption of the report that more and better professional engineers are needed. Sir Ewen M'Ewen, its immediate past president of the Institute of Mechanical Engineers, said the biggest problem facing the industry was that not enough HNC trained people were coming forward to take on the vital, but lower grade, work of technicians and engineers.

The expansion of higher education had meant that many of those who formerly took that qualification now went to university. As a consequence the technician jobs were having to be done by the inferior graduates "and university courses were the best form of training for technicians."

He did not accept either the report's claim that the way to increase the number of women in the profession was to persuade industry to make more welcome industry already did this, he said. It was the schools who put them off.

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# Give pupils the facts'

Mr M. J. Tomlinson, head of chemistry at Ashby-de-la-Zouch Grammar School, said many teachers wanted to make their lessons more relevant, but they were being hindered by information and advice from uncoordinated bodies. The Nuffield Science schemes had done much to enlighten secondary school science but had been lacking in practical relevance. This was reflected in young people's attitudes to science and engineering which are the small numbers entering these fields.

Attempts had been made to introduce applied science and engineering into schools, he said, but these would not change these attitudes. The need was for more references to social, technological and industrial implications in existing physics, chemistry and biology courses. "Many would like to reorientate their teaching in this way but are not sure how it should be done. Their knowledge of industry and engineering is limited, as is their awareness of economic, geographical, history, sociology and philosophy."

# A level maths: too many courses on offer

Britton, former general secretary of the National Union of Teachers and a member of the Government's Warnock Committee which is investigating special education, told the conference. But Sir Edward said he was giving his own views and these were not to be construed as those of the committee. He criticized the chairman of one education authority who, he said, was awaiting the Warnock report so they could close all their special schools and save two and a half million pounds.

Sir Edward said there were dangers in integration which could only be overcome if they were properly understood. It would require more careful assessment of children's needs and the tailoring of individual educational programmes to meet them. It would also require smaller classes, modified buildings, new equipment and better trained teachers.

# Playgroups fail most needy children

by Virginia Makins

Conventional wisdom has it that playgroups are bad at attracting the parents and children who may need them most. A National Children's Bureau study of 30 playgroups in "deprived" parts of cities set out to discover some facts.

The report, published this week, suggests that such playgroups are particularly unsuccessful with children referred to them by social workers or other agencies. Referring children have a worse attendance record than other children who may score as highly on various indicators of need - poor housing, one parent family and so on - but whose parents found the group for themselves.

Furthermore the agencies which referred children often failed to follow up what happened to them in the playgroup.

The study found that many playgroups operated in unsuitable and restricted accommodation. Often the buildings were shared with other incompatible users. Often they were vandalized. The luckiest playgroups had been given a house or flat on an estate.

Twelve of the 30 groups reported that they might soon be unable to meet the costs of salaries, rent, heating, electricity and so on. Several groups had their rents doubled while the project was working. The playgroup leaders' pay per session ranged from 68p to £3.25, and only 11 got more than £2.50 a session. The leaders varied widely in their relations with mothers: some felt

it was better for the children if mothers were excluded. Others welcomed a welcome place for the drop in, relax, and low because almost any damn pool can get into university to do a course. One effect of dropping physics difficulties do not necessarily affect part in managing and running groups. There was no evidence that any of the extra sixth-formers who would be made eligible by such a move had any desire to be engineers, and in those who did, the school terms and shut in the days. Disadvantaged families who desire to make things groups, by Eliza Ferri, who decided to increase the entry requirements. National Children's Bureau, 201 Kings Road, London W8, not reduce them. But the civis per can afford to be a bit superior. Their industry is regarded as one of the healthiest.

Dr Joseph Peppas, the vice chancellor of Aston University and the man responsible for producing the report, said that the way to increase the number of women in the profession was to persuade industry to make more welcome industry already did this, he said. It was the schools who put them off.

# PERSONAL COLUMN

John Rae

# When to eat an educationist

attitudes is real. At the moment the central government is content to fire warning shots, as in the recent Green Paper. The country's well being depends on its own efforts and its standards of living is directly related to its ability to sell goods and services abroad.

It is a safe bet that teachers will ignore the implications of this simple truth and will continue to go their own sweet way oblivious of the effect their attitude may be having. They will argue that no one has yet demonstrated a causal connection between what happens in school and the health of the nation's economy.

Let me describe one connection which also demonstrates the way in which teacher independence can affect the country's economic performance. Until the mid-sixties most sixth-form timetables reflected the division of the 'upper' school into a modern language sixth, a science sixth, a history sixth and high degree of specialisation and restricted individual choice.

There were good reasons for the system to be changed. A blocking force to choose from the menu provided, replaced the old-empire run by legendary figures. At-stemmed a good change at the time; the overthrow of empires was not my point is that it occurred haphazardly with little consideration of the consequences outside the academic world and no prior consultation with government.

One of the consequences has been that the universities and career developed in a way that is arguably the reverse of what the country



Listening to Sir Edward Britton.

# TV spur to violence

Long-term exposure to television violence may make adolescent boys more violent, said Dr William Nelson, a researcher from the North East London Polytechnic, who gave the psychology section of the report that more and better professional engineers are needed. Sir Ewen M'Ewen, its immediate past president of the Institute of Mechanical Engineers, said the biggest problem facing the industry was that not enough HNC trained people were coming forward to take on the vital, but lower grade, work of technicians and engineers.

They were assessed on exposure to selected programmes screened between 1959 and 1971. Each programme was analysed by a panel of experienced viewers for the type and amount of violence it contained. Programmes most likely to encourage violence included *Danger Man* and *The Saint*.

Dr Nelson and his team spent 15 hours or more with each boy trying to assess the degree to which they were concerned in violent acts. The boys were paid £2 for their cooperation.

# They wanted to make bombs

Pupils in a Leeds school in which special efforts are made to teach science to the less able wanted to know how to make bombs, a permit on the brains of cats, do cancer research and learn about the genetics of fish. Mr P. J. Scott, the city's science adviser, told the education section.

Instead, their teachers offered a blend of subjects with a scientific flavour from which they could choose. These included breeding, weather, household electricity, cooking, human anatomy, gardening and clothing science.

The less academically motivated could not be denied the chance to study science, said Mr Scott. Science was concerned with the natural world and there were few, if any, who were not interested in some aspects of the world in which they lived.

In their future jobs as citizens they would increasingly need an understanding of science. It helped to develop their manual skills as well as their hobbies. But there were many difficulties in teaching science to these groups, and some science departments had given up trying. Most science teachers were only interested in teaching courses suited to the ablest students.

# TEC credits

Pupils might transfer more easily from school to college if schools put on final year courses which would give them credit with the new Technician Education Council, said Mr T. Eastwood, of Derby Lansdale College of Higher Education.

He told the maths section that the TEC expects about 100,000 students a year to enter its programmes when it is in full operation in the 1980s. This is a substantial proportion of all school leavers.

# Languages 3, mathematics 1

Three times as much attention is given to languages as to maths work in the middle school, according to a six-school survey carried out by the University of Aston.

Describing the survey to the education section, Mr A. W. Foster, from the university's department of educational inquiry, said that questionnaires sent to the six schools - all in Hereford and Worcester - revealed that teachers identified language work as an important part of eight subject areas. Number work was important in only two.

Combining this with the teachers' ratings of how much time was spent on various skills, the researchers come up with an estimate that language work accounted for 20 per cent of the curriculum, whereas violent sport, cartoons, science fiction or slapstick did not seem to have this effect.

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# Fees jump empties prep beds

by Stephen Cohen

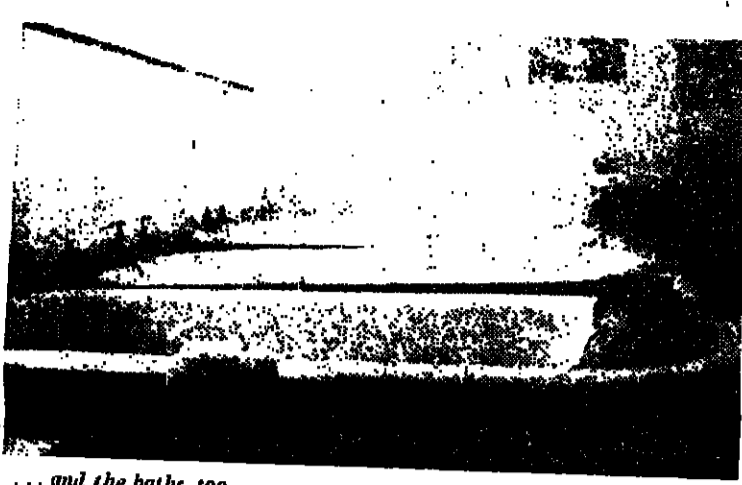
The Incorporated Association of Preparatory Schools, concerned about a fall off in pupil numbers after sharp increases in fees, is to run a publicity campaign on behalf of independent schools. This was announced at the association's annual conference in Cambridge last week.

A survey of the association's 149 schools showed that numbers had declined from a peak in 1975 of 73,555 to 72,058 last January. Figures for the new school year, which starts later this month, are not available and heads are naturally reluctant to reveal if their schools are under-subscribed. But the decline is hitting the Midlands and Wales sharply.

Mr Hugh Woodcock, headmaster of Dulwich College Preparatory School, London, said last week that five schools had closed last year. Although schools in the Home Counties, Surrey and South London had an average gain of five pupils each, the losers were in the Midlands and Wales.

Boarding pupils appear to account for the major decline. In 1973 there were 29,147. In January this year there were 27,694.

The number of day pupils has gone up, however. Some schools had enough applications to fill their places twice over, said Mr Wood-



... and the baths, too.

cock, who is also chairman of the association this year.

Average fees have doubled since 1973. Parents of boarding pupils can now expect to pay £1,265. The fees range from £900 a year to £1,700 for boarders and from £400 to £950 for day pupils.

Mr Woodcock said inflation and parental ignorance about independent education were worrying. "Too many parents know too

little about preparatory schools," he said. "We are going to suggest to all our headmasters that we operate a publicity scheme from early next term."

About £15,000 is going to be spent on promoting preparatory schools. A pamphlet called *Private Schools* is to be sent to doctors and dentists for their waiting rooms, to estate agents for their offices and to golf clubs for their notice-boards.

## Back to the good old days

A return to the "good old days" of education was forecast last week by Mr John Thorn, headmaster of Winchester College, in a speech to the Incorporated Association of Preparatory Schools annual conference in Cambridge.

The pendulum was swinging back from radical educational practices, he said. "There's a feeling that the party is over."

Many people would hope that there would be a return to pre-war orthodoxy when, according to myth, boys had short hair, tidy uniforms, dress, good manners, good pronun-

ciation, knew about quoninus and quin before they were 12, succeeded happily to the discipline of moving from Third Man to Long Leg all afternoon and called their father "pater".

It was easy to dismiss this ultra-traditionalism as but the voice of a few backwoodsmen, he said. "But national expectation in recent years may well make middle-of-the-road teachers, in their longing for ground on which at last to stand, turn with hungry nostalgia to the good old days."

## Exam 'demanding'

The Common Entrance Examination for pupils wanting to go to public schools should be made less demanding, Mr Hugh Woodcock, chairman of the Incorporated Association of Preparatory Schools said last week.

"I wonder whether an examination which requires a boy to take a maximum of 14 papers in eight subjects over two-and-a-half days is absolutely necessary?" The exam should be shortened, he said, to seven papers in English, maths, French, science and a general subject.

# More staff needed for classes under 30—NUS

Some 63,000 additional teachers would be needed in England and Wales to fulfil the Government's policy of reducing class sizes to under 30, Mr Peter Ashby, deputy president of the National Union of Students, told the union's teacher education conference in Edinburgh this week.

The teacher supply section of the education Green Paper was a studied exercise in political deceit, Mr Ashby said. Few people in education recognized the dimensions of the impending attack in terms of redundancies and school closures, which followed from the Paper's proposals.

The paper spoke of maintaining staffing standards, and of 60,000 teachers being available by the mid-1980s to improve them. Available where or how, Mr Ashby wondered. By maintaining the teaching force at its present level the Government could by the mid-1980s fulfil its policy of cutting classes to below 30, instead, by maintaining present staffing levels over a period when the school population would fall by 2.2 million it was promising

redundancies. The major political fight, next few years would be to secure voluntary or enforced redundancies, Mr Ashby said. There was a further wedge between those qualifying as teachers who would be forced to accept term contracts and the freeze posts as loser evils.

Mr Gordon Oakes, Member of the DES, said that the annual cuts but of the falling rate. It would be utterly foolish to adopt a "just in case" policy of maintaining current levels of unemployment—just in case the rate went up again.

In the different financial years of the future, the capital resources locked up in the colleges and fields such as adult education, the education and training 16-19 age group.

## Union urged to fight racism

Further education was the one area in which racial tensions among youth existed on a day-to-day basis, Miss Sue Slipman, president of the National Union of Students, told delegates to the union conference on teacher education at Heriot Watt University this week.

"These institutions are closest to the basis of conflict," she said. "They could have a major role to play in reaching out to young, disadvantaged blacks."

Miss Slipman, a member of the Communist Party executive, was announcing the start of a new cam-

paign by the union against racism. She condemned the tactics opposed to the National Union of Students, which ended in conflict at politics.

"I wish to see the NUS in a campaign which unites all in —black, white, politics, Christians, Jews and entertainment types."

A paper submitted by Mrs Shirley Williams, Education Secretary, this week on the situation and deprivation of black youth says that since August 1976 employment among this group has risen by 800 per cent.

## 'Serious precedent' on RE

An industrial tribunal's decision to uphold the dismissal of Mr David Watson, a Hertfordshire religious education teacher, sets a serious precedent, says the Association of Christian Teachers.

Mr Watson was dismissed from his post at Rickmansworth comprehensive school for teaching the Bible account of creation literally instead of—in the words of the Hertfordshire agreed syllabus for religious instruction—"as part of a collection of myths and legends."

The tribunal found that Mr Watson had refused to carry out what was a legitimate requirement of his employers, namely to teach in accordance with the agreed syllabus of the county. "The uncompromising stand Mr Watson adopted, permitted of no other solution than to terminate his contract of employment... and release him to teach elsewhere in the manner and subject he preferred."

The association says that the issue is entirely one of conformity to an agreed syllabus first composed in 1926 and last revised in 1954.

"Strict conformity with the syllabus was not a condition of Watson's appointment, nor is it conformity generally required of RE teachers today. In any of the passages to which Mr Watson objected there is the arbitrary nature of the syllabus."

The dismissal of Mr Watson, says, raises three questions. It leads and governors decide themselves whether a county syllabus shall be observed? Is the advisory sections for the RE syllabus? Is the RE syllabus? Is a teacher to be dismissed for refusing to take advice which is at least years old?

"The tribunal has answered 'yes' to all three questions. The scene is set for many a 'trial' between RE teachers and county and county agreed syllabus. Local education authorities should make their position clear immediately so that teachers and parents can know how religious education is going to be treated in their schools."

## Even Yehudi will be there

Dancers from the Soviet Union, Yehudi Menuhin and Antony Hopkins as guest conductors, and Steve Race, Michael Aspel and Derek Jewell as compères feature in the programme of Schools Prom concerts sponsored by the Times Educational Supplement to be held on November 28-29.

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- November 28: Darlington Youth Brass Band, Holmfirth Music Centre, Giller Group, Hillingdon Borough Beat Band, Leathers Schools Symphony Orchestra, Kingsley Castle Singers (Hants), Kingsley Castle Dance Band, Redlands Recorder School, Clarence Quartet (St Albans), William Ellis School Chamber Orchestra (London NW9), Surrey County Youth Orchestra.



Yehudi Menuhin

- November 29: Bromley School Concert Band (Kent), Cullis Music Centre Percussion Ensemble (Leeds), Surrey County Orchestra, Rowlands Castle Music Centre Percussion Ensemble (Hants), Doncaster Youth Orchestra, Cleveland String Quartet, St Dominic's "Four to Five" (Kentish Town, London), Cathedral School Symphony Orchestra (Somerset), West Glamorgan Youth Orchestra.

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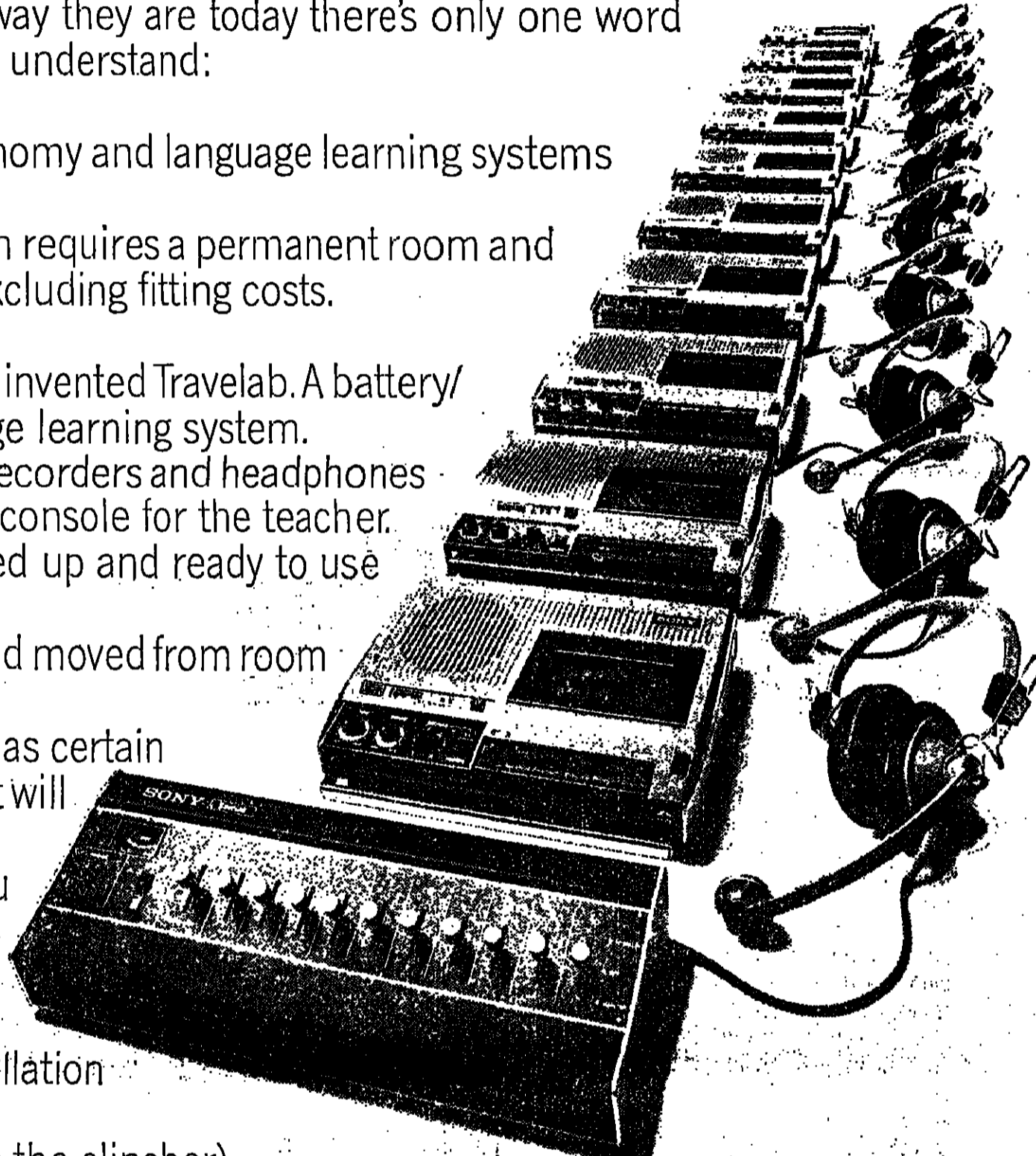
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Sixth form science and the N & F proposals: a study by the Nuffield Foundation Science Teaching Project is available post free, price £1, from The Nuffield Foundation (EDU 195), Nuffield Lodge, Regent's Park, London NW1 4RS.

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### Noises off cut out stammers

A Penluk electronics firm has begun commercial production of a device to aid intractable stammers which has been developed over seven years by a research team from Edinburgh University working in their spare time.

The Edinburgh masker, as the device has been christened, works on the principle long known by therapists and doctors that stammers seem to lose their impediment when they are close to different types of noise. The masker triggers off a buzzing noise by means of a sensor worn round the larynx and the noise is communicated from a small electronic box by either earphones or earpieces. This prevents the person hearing his own voice and allows improved speech. The neck sensor activates the buzzing sound automatically so that it stops whenever the person has stopped speaking.

Although the research team claim a success rate of 90 per cent, they stressed at a press conference at the university on Monday that success, Dewar, senior lecturer in the department of physiology at Edinburgh, said: "Just as spectacles improve poor vision, this masker improves poor speech. When it is removed the defect continues, but it may be that over time speech fluency will be possible when the masker is removed."

The device has been tested at Edinburgh and has already been sold. Representatives have been made to the National Health Service which should be considered for issue free or at reduced cost, on prescription. The team are concerned that the masker should be used only on the advice of a doctor or speech therapist and that it be used on children, whose speech defect could improve, should be confined to cases with severe psychological damage caused by stammering.

Initial publicity has already produced a waiting list of 700 and many inquiries have been received from overseas. In order to spread more information about the medical service about the use of the device, the department of physiology at Edinburgh University is to sponsor two one-day conferences, on September 28 and October 22.

### Discouraged say girls

Teachers positively discourage girls from going into engineering according to girl technicians hooted in the latest edition of the magazine of the British Association for Young Scientists.

All the girls were on a special training scheme for girls in Birmingham set up last year by the Engineering Industries Training Board.

Teaching and office work are things that women are accepted in, Helen O'Malley was told at school. She seemed to have to fight the whole way to get what she wanted. "At school they asked us but we wanted to be, I said an engineer," she said. "We'll see, we'll see," but they kept saying be something else.

Another girl, Judith Ebdon, wanted to be a draughtswoman. "I did have some opposition," she said. "My technical drawing teacher wanted me to transfer to needlework because I was the only girl in the class."

Maxine Southgate's desire to "use my hands" was treated as a joke. "The teachers couldn't believe it," she said. "Nobody tried to dissuade Ann Doyle. But they just kept on about engineering being a man's world."

### Remedial staff real for 'positive role'

Remedial teachers have in the past been too difficult about their achievements, according to the new president of the National Association for Remedial Education. Mr Mike Hinson, speaking at the association's annual conference at Bradford last week, said remedial teachers were now ready to take a positive role in developments stemming from the Great Debate. He added that the debate would not have been necessary had educationalists heeded the advice of remedial teachers.

Mr Hinson thought that the recent Green Paper would do for general teachers what the Bullock report had done for reading: every teacher should be a remedial teacher in the way that Bullock said every teacher should be a NARE would be able to furnish this aim because it was a well-established organization with a large membership of experts in helping children with learning difficulties.

It is also about to publish a series of papers called NARE Guidelines, designed to help non-remedial teachers. The first will be on in-service training and two more are planned on the organization and status of remedial teaching and on mixed ability teaching and the slow learner.

NARE also intends to make contact with other professional organizations dealing with individual subjects, such as the history and geography associations. Mr Hinson is already working closely with the Association of Science Education on a project for science for the non-academic child.

He said that many secondary teachers were successful with brighter children but could not turn intellectual somersaults to cope with slow learners. Many had been forced to teach mixed ability groups without adequate preparation and needed help from their colleagues in the remedial department.

The conference included sessions on basic curriculum, handwriting, recording reading progress, work with immigrants and spelling difficulties. Many teachers attended the conference because they found they were having to cope more and more with remedial children without any training.

Mr Philip Williams, head of the remedial department at Thornhill High School, Dowsbury, told the conference that no child could survive in a mixed-ability class with a reading age of less than eight and a half. He found it impossible to overcome the stigma attached to a remedial class. Despite some efforts to disguise such classes by rebranding, children invariably knew they were in the class for their "rubbish", he said.

He tried to overcome this stigma by his classes being of everything—colour schemes, music, the pick of the first and second year half their timetable. They played games and practical lessons. It is important that they should be housed in a separate building, from the main school, although department was occasionally a "bit of a slubbin'".

Miss Caroline Hignorth runs a unit for disruptive, most of whom are remedial, at Detsford Secondary School. She found it was a separate unit for her pupils. It was a school, and children could be in their own class and locker room in the morning.

However, she thought she could be counter-productive in sending schools from finding a solution to disruptive behaviour. Changes in both the way and staff attitudes could answer instead of removing.

Mr Franklin Brookman is not attached to a particular school but is interested in external units such as day camps and waiting lists. If a school was involved in such a unit, teachers might refer a child to the unit, they did not like to admit it. If it was outside the school, they were merely glad to be a troublemaker.

The National Association for Remedial Education is launching a report on in-service training, which plays a vital part in remedial teaching. The report will give local authorities guidelines for setting up schemes.

Mr Charles Gains, principal at Blyth Hill College, has been a document as a teacher for the association at providing a professional approach to in-service training up to an "amateurish operation".

The report points out that the remedial sector has expanded in the past 30 years, but its definition must take in all aspects of the work, not just those of the remedial school. The report suggests that remedial education should be concerned with prevention, intervention and treatment of learning difficulties, from whatever source which hinder the normal educational development of the child.

### Science diary by John Maddox

### Americans get oil in their eyes

Is there an energy crisis and, if so, is it the "moral equivalent of war" in President Carter's phrase? For the past several weeks, I have been at a succession of conferences in the United States on superficially different subjects at which this question kept recurring. Nobody seems to know the answer, which is no doubt why the industrialized West seems as far as ever from having a coherent energy policy.

On reflection, I am inclined to think this may be just as well. Perhaps I should explain. In the second half of 1973, the price of OPEC oil was multiplied by five, and the West is only now beginning to recover from the economic consequences.

Although (as I have argued before) these events could and should have been anticipated, the great surprise is that the economists seem still to be perplexed at the severity of the disruption, and in particular at the way in which the past few years have seen such a curious blend of inflation (higher prices) and deflation (represented, for example, by high unemployment).

In reality, it is not really a puzzle. Economically strong countries such as West Germany and Japan have been able to import the oil they need and pay their OPEC bills like grown people, but even they have suffered from the reduced demand from overseas for their exports.

Inevitably, the developing countries have been more seriously damaged. What is now to happen to Bangladesh? Will the population now slowly (or even quickly) migrate across the Indian border, settling in Bengal for the time being?

And what will happen to India and other developing countries which are still comparatively poor, now that their scarce foreign exchange is being spent on oil and not on the capital goods that might enable them, in the long run, to become more self-sufficient? That is a question we are, for the time being, inclined conveniently to ignore.

Whatever the long-term consequences of what has happened already, however, it does now seem plain that the most immediate objective of all oil-importing states should be to avoid a repetition of the events of 1973-74. The trouble is that the prospects are not that cheerful, chiefly because of the rapid increase of the scale on which the USA is importing oil, mostly from OPEC states.

It tends to be forgotten that, as recently as 1970, United States oil imports were for all practical purposes negligible. That was, after all, the year in which a task force appointed by the White House said that no damage would be done to the North-American economy if the traditional ban on imported oil were lifted.

As things have not turned out as well as that, in spite of the increased price of oil, US imports have continued to increase, and now exceed eight million barrels a day, or 100 million tons a year. The imports of other industrialized countries (with the exception of the United Kingdom) are with increasing rapidity, so that there is every prospect that in the early 1980s the present surplus of production capacity will have disappeared.

At that point, if present trends continue, the industrialized countries will be pleading with OPEC to produce more oil. It is only natural to expect that the OPEC countries will agree only if there is a price increase—and people are talking of an extra 50 per cent or so.

The economic consequences of that will be serious—as serious as



Los Angeles nightmarish

the events of the past few years. The fact that the United States would then be more directly affected should be no comfort—we are all in the same boat. Yet only North America can effectively influence the likely course of events, and that can be accomplished only by reducing the scale of its oil imports. Privately, those concerned with North American policy are ready enough to admit this state of affairs. They also acknowledge what is by now quite plain—that in the next 30 years or so, the geological scarcity of petroleum compared with other fuels (coal and uranium) will require everybody to learn to use less petroleum.

The trouble with American policy is that the short-term and the long-term objectives have become hopelessly confused. Public rhetoric proclaims that the human race finds itself almost by accident at a crucial turning point in its affairs, with the result that those who take the message seriously are se wondering about the relative merits of solar energy and thermonuclear fusion in the pattern of industrialized society half a century from now, while the urgent need is somehow to manage affairs so that OPEC does not have to be asked to increase oil production five years or so from now—by which time there is hardly anything that can be done markedly to increase alternative supplies of energy.

In the circumstances, the only effective policy for the United States is to use less petroleum and, since roughly a half of North American petroleum is used in transportation, that means using less petrol, called gasoline. In the past few years, the North American Administration and Congress between them have done a great deal to encourage more efficient automobiles, but Congress has this summer denied President Carter the modest tax on gasoline for which he had asked (ostensibly on the grounds that it would have been too small to affect consumption but in reality because Congressmen know that those who vote for them usually drive to the polling station).

The National Energy Act which the Administration has inspired has already worked its way through the House of Representatives, but has yet to pass the Senate. It includes a number of devices for encouraging United States industries to save energy, and also provisions for taxing the domestically produced oil to make its price equivalent to that of OPEC oil (which may increase the price of gasoline by about 10 per cent by 1981).

Yet even the enthusiasts for this legislation admit that it can only be considered as a first step in the right direction—and they add that nothing can be expected of Congress in 1978, when every Congressman will be up for re-election. So, when it comes to it, President Carter will have to rely principally on exhortation. The difficulty is that he must by now know well enough that the case for regarding the energy economy as the moral equivalent of war is weakened by the attempts which he and Congress have made to ensure that individual Americans are not too badly hurt financially by the new legislation.

It is no wonder that all the opinion polls show that most Americans think the "energy crisis" is a mirage—or an off-company ramp. That it is a bad business for us all—there is another sudden increase of the price of oil, all of us will be hurt.

### 5,000 would-be managers Adult sector faces snags

Somerset County Council's decision to throw open its doors and invite anyone interested in education to become a school governor or manager has been an overwhelming success.

The education authority has already received about 5,000 applications from people wanting to become managers and governors of the county's 300 schools. This is a big increase on previous years.

The chairman of the county's education committee, Mr Tony Dowse-Bruan, said: "There has been a tremendous interest from all sections of the community and this is a very heartening sign." The awakening interest results from a series of meetings held last autumn with governors and managers, county, district and parish councils and others interested in education.

They discussed the new proposals for the appointment of governors and managers and their duties. These included a new emphasis on the running costs, on the place of the school in the community and greater participation by managers, governors and parents in the work of the schools.

For the first time as well, the county has decided that teaching and non-teaching staff will also serve on many school governing and managing bodies. About 2,500 people have already been appointed to serve a term until 1981.

This week the LEA started a publicity campaign to encourage more parents to become governors.

Adult education will cease to be a fringe activity and become a central feature of the education system, says a discussion paper prepared for last weekend's conference of the Education Centres Association in Oxford.

But enthusiasts will have to face strong economic arguments that technological and industrial education must have priority over adult education, says the author of the paper, Mrs Margery Leslie, principal of Richmond Adult College.

"We who believe that we do not live by bread alone, must be prepared to show how the adult education sector contributes to the fullness of life, and to industrial and commercial success". It is in helping people to come to terms with long periods of unemployment and with redundancy that opportunities for learning and re-learning must be offered she believes.

Adult education should be available in all forms. "We ourselves may feel that the Educational Centres Association has outgrown the 'leisure and home' image and regard the centre as a base from which we can move out into the community and to which we can draw the community in."

Nevertheless, we feel that centre based service has something of special value. It provides an environment in which people can learn from each other."

### 1,000 more looking for jobs

The number of teachers registered as unemployed rose by more than 1,000 between March and June, according to new figures published in the Department of Employment Gazette.

In March 3,049 secondary school teachers and 2,492 primary teachers were on the dole. By June the figures were 3,775 and 2,799 respectively. The number of jobless university lecturers also rose—to 1,348, but further education and pre-school staff appear to have been luckier in finding work.

Traditionally the numbers of teachers registered as unemployed are a poor guide to the general level of unemployment in education. Many married women teachers do not sign on. Other teachers remain looking for teaching jobs even though they have accepted temporary work in other fields.

DE Gazette, August 1977, HMSO, £1.20.

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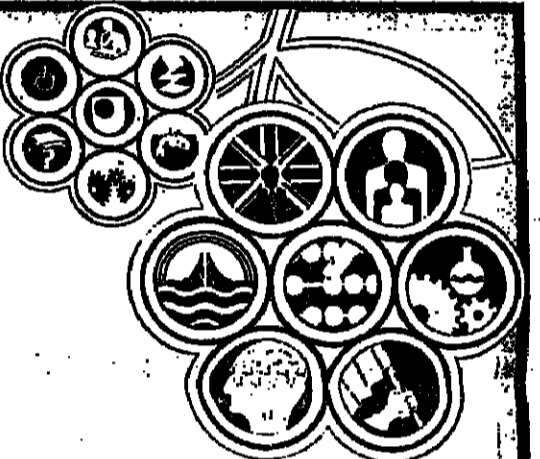
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## Dispute over textbook 'censorship'

from A. S. Abraham

BOMBAY

Four history textbooks written by eminent Indian historians and published by the National Council for Educational Research and Training, a Federal coordinating and advisory body on school education, and by the Indian Council of Historical Research, have become the subject of a fierce political controversy.

The dispute began with the disclosure that the office of the Prime Minister, Mr. Morarji Desai, had sent the Federal Education Ministry a note asking it to withdraw the four books prescribed in schools because they supposedly contained "a very large element of controversial and biased material and the readers are likely to acquire a prejudiced view of Indian history."

The books are: *A Textbook of History* (for secondary schools) by Bipan Chandra, *Freedom Struggle* by the same author as well as by two other historians, Amiya Tripathi and Barun De, *Medieval India* (for middle schools) by Romila Thapar (who has written the first volume of the two-volume *A History of India* in the Pelican Original series), and *Communalism and the Writing of Indian History* by Romila Thapar, Harbans Mukhia and Bipan Chandra.

Dr. Thapar's book on medieval India is criticized because it largely gives only a (sic) brighter side of the Muslim rulers in India. The book, written 10 years ago, was approved first by an editorial board comprising some of the country's best-known historians and later by another group of historians.

The note from the Prime Minister's office is accompanied by excerpts from the books which are "objectionable" except from the last of the four books mentioned above. It goes: "... a distinction has to be maintained between non-violence as a philosophical concept and the practice of non-violence. There is very little evidence to suggest that in practice violence was avoided. Aggression frequently took violent forms."

According to *People's Democracy*, the weekly organ of the Communist Party of India (Marxist)—the party that is now in power in West Bengal—the note is part of a right-wing effort to purge the establishment of the leftists which it feels have infested it. Since the Prime Minister himself is a traditionalist and is not known for his leftist sympathies, he appears to have gone along.

## Young jobless flock to join work schemes

from Dalbert Hallenstein

VERONA

Initial response to the Italian Government's recent scheme to stimulate employment for young people has been greater than expected. When registration closed on August 11 647,000 young people between the ages of 15 and 29 had applied for work under the scheme.

This is more than half of the 1,200,000 young officially estimated as unemployed by the Ministry of Labour. However, the scheme is now financed by a private contract for 420,000 jobs for the young, and the Minister of Labour, Signora Tina Anselmi, is already talking of the urgent need to expand the programme.

The scheme, as it now stands, hopes to find employment for 300,000 young people in the private sector, and for 120,000 in State organizations. For employees in the private sector willing to take on young people between the ages of 15 and 29, the Government will offer incentives ranging from 32,000 lire (about £21) for firms situated in the north and centre of Italy to 64,000 lire for this in the south. Significant financial concessions will be offered to businesses as far as social insurance and health contributions for these employees are concerned.

The scheme will concentrate most of its resources in the south where at least 60 per cent of all Italy's youth unemployment is to be found. Moreover, many of the unemployed in the north are young immigrant southerners in search of work.

In the public sector, young people will be employed in State museums, libraries and archives. They will also be used on rural works, in reforestation and in the reconstruction of Italy's chaotic land and transport records. There is now even talk of their being employed in the overburdened tax offices to help stamp out tax evasion.

But Signora Anselmi warned in

Rome last week that there was possibility of further State employment for young people. "There are already too many government offices," she said. "The Italian Government already undertaken not to increase State expenditure."

The scheme basically offers people three different choices: a year's work with employment in a private business; a work contract off to complete a vocational course.

None of these alternatives any guarantee of permanent employment, though in the case of a one-year contract with the State, there is a possibility of permanent employment if the applicant meets certain minimum requirements.

Of the applicants 61.2% (396,538) came from the impoverished southern region, 12.8% (81,817) from the central regions and 12.2% (77,645) from the north. It also registers the highest percentage of unemployed graduates in the country, 10.5% (67,147) in the north and 11.2% (71,817) in the south.

Of the total number of graduates, 52,961 per cent their compulsory schooling (taken at 14) did not have a "good" or "satisfactory" business world is willing to collaborate. Much depends on the economic recovery of the next year. But many have already expressed a preference for the Government's permanent ones.

## Open School for adults gets under way

from Lynn George

AMSTERDAM

Last month saw the official start to the two-year trial period of Holland's first Open School. Fifteen hundred adults will participate in three projects spread over 14 locations. Courses will be aimed at workers, housewives over 30 and young workers between 17 and 30, with relatively little schooling behind them.

The Open School will cost the Government 10m guilders a year (£2.25m). Participants for the first two years at least, will pay nothing. Eventually the Government hopes to introduce a paid educational leave scheme for workers similar to the Scandinavian system. One major Dutch company has already taken the initiative and given 25 of its employees two hours' paid leave a week to study with the Open School.

The school will use a multi-media system to teach its students. This includes 20 hours each of radio and television broadcasts a year, written material, individual tuition and discussion groups held in neighbourhood centres. These 14 centres have been specifically chosen in areas of high unemployment and in outlying districts where more conventional opportunities for part-time adult education are limited.

About 13 per cent of adults now follow some form of part-time education by way of radio and television courses, written courses, evening classes and the secondary school diploma day courses for adults. But it is the already better educated who are most using the facilities. With the Open School the content of the courses will be assembled

to suit the levels and requirements of each participant and will study at their own pace. The courses will also be wherever possible in the vicinity of adults. Initially, neighbourhood centres will through eight topics including: language, work, health and consumer education.

Each topic will last six and numerous options and within it. The topics will give much practical information for adults, such as knowing their rights, and how to write health relevant authorities. Students may also study for an examination in Dutch, English, French, physics, mathematics, history, geography and music. Each subject will be taught at grades and students chosen own level for each subject.

When the students have through the topic, they may a report indicating possible further study. At that stage an educational level equivalent to a second-year general school school.

At present there are no need to take secondary or school diplomas through the school. Students wanting to continue studying would transfer to the more conventional evening classes. If the trial period is successful it is hoped to expand the school's activities to courses for students with an educational background. An University may follow in 1980.

## Social reforms face cutbacks

Mike Duckenfield on Sweden's financial difficulties as the crown is devalued again

STOCKHOLM

Sweden's growing economic crisis, which has caused two devaluations of the crown in the past five months, is casting doubts on the likely progress of the major SIA reform of the nine-year primary and lower secondary school catering for all seven to 16 year olds.

Last week's package of crisis measures to put the tottering economy back on its feet, included, as well as a 10 per cent devaluation and two-month price freeze, the announcement that there would be no new costly social reforms for the next two years.

As voters go to the polls again in September 1979, the so-called reform stop effectively means that the year-old Centre-Right coalition—Sweden's first elected non-Social Democrat Government since 1932—has decided to pin almost all its hopes for re-endorsement on its ability to stimulate employment, cut the inflation rate and reduce the balance of payments deficit.

The consequences of the halt, which brings to an end a long period of change touching virtually every aspect of education, will not be clear until negotiations over the annual budget for the year beginning next July get under way this autumn.

Most of the reforms inherited from Mr Olof Palme's Government last October have already been agreed on or implemented, including the U68 shake-up of post-secondary education and provision of mother tongue tuition for immigrant children, both of which came into force this July.

However, the progress on these reforms may be slowed, while the implementation of others, including SIA and the plan to shorten the working hours of parents of under-sevens, may be altered. The only social change guaranteed by the Government is the promised extension of annual holidays from four to five weeks.

The SIA reform was passed by Parliament last year (TES, April 2) and is due to come into full effect next July. It aims to create an integrated school-day with a wide range of non-teaching activities and to forge stronger links between schools and society, particularly working-life.

Overall, it is seen as a way to give local authorities, school staff and parents more say over how schools are run, what they are used for and how the curriculum should be organized.

By the end of this financial year,



Former Premier Olof Palme reforms in the pipeline

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## Changing Dublin faces herald new policies

from Paul McGill

DUBLIN

The Minister of Education in the new Finian Fial Government, Mr John Wilson, has an unrivalled breadth of experience, having taught in a private secondary school, a teacher education college and a university. He is also a former president of the Association of Secondary Teachers.

One group which watched the recent general election with interest was the interdenominational school lobby. In marked contrast to his predecessor, the new Prime Minister, Mr Jack Lynch, is a strong advocate of integration. In 1975, for example, a prominent Catholic spokesman accused him of "a tendency towards totalitarianism" for saying that the denominational nature of education should be phased out gradually and that management should be passed over to the laity.

The lobby was duly rewarded when Mr Wilson sought a meeting with members of the Dalkey School Project shortly after taking office to give them the green light for an interdenominational primary school in their village, a few miles south of Dublin. The target for the school is next July.

Dalkey is right to regard the decision as a significant breakthrough. The former Government strenuously opposed any movement towards shared schools, especially when Mr Richard Burke was Minister for Education. Mr Wilson has now conceded that a different kind of school should be provided if enough parents want it.

The new Minister has taken moves, too, to implement his party's election promise to treat the reduction of the primary teacher-pupil ratio as a top priority and immediately to lower all classes to 40, with a final target of 32.

Under Mr Wilson's novel plan, 1,800 untrained graduates will be recruited over the next three years as full-time temporary primary teachers. After three years' teaching the graduates must take a training course or else leave the job. The scheme has been welcomed by the leadership of the Irish National Teachers' Organization, but at least one of the union's members has severely criticized it.

Writing in *The Irish Times*, Mr Joe O'Toole, a primary school principal, claimed the scheme would undermine parental confidence in teachers. "If teachers can be produced instantly, what is the need for colleges of education?" he asked.

Mr O'Toole argued that "an attitude of slavish inferiority towards graduates" might have been the reason why teachers failed to speak out against the dilution of their profession. But there was no such recalcitrance about another ministerial scheme to introduce 200 school-leavers into primary schools as classroom assistants. The idea was quietly dropped after INTO strongly opposed it.

Meanwhile, in the election for general secretary of INTO, the largest teacher union in the country, Mr Gerry Quigley was won with a comfortable majority.

Mr Quigley, currently the union's full-time Northern Secretary, not only won the bulk of Northern Ireland votes, but beat his two southern opponents on their own territory. He takes up his new post in Dublin next year.

He replaces Mr Sean Brosnahan, who has headed INTO for 10 years. Although 66-year-old Mr Brosnahan has been a member of the Senate—the upper chamber of the Irish parliament—for the past 16 years, he has failed to be re-elected.

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## LETTERS

# No, 1994 has this in store

Sir—Your anonymous author of the fascinating glimpse into the future has got it wrong. For I can say with all the authority vouchsafed by a clairvoyant Bank holiday weekend, that by the late 1980s the Royal College of Technology and Management was in deep trouble and failure was apparent to all.

Some say that the RCTM never recovered from the protracted technical strike and associated boycott action in the early 1980s as ASTMS made a bid to displace the AUT and NATFHE. Others, more perceptive of the substantial penetration of the teaching staff by an influential group devoted to Third World technology and the output of the RCTM became more and more conditioned to a theory and practice of back to

the land.

It is in respect of the subsequent development that your correspondent is so sadly misinformed. Loughborough and Brunel, combined, of course, full back choices. But the Government clearly say that the only hope for the nation was to ask Sheffield City Polytechnic in view of its brilliant and sustained record to take over the Royal College of Technology and Management and to provide the new sense of direction so needed by the nation. This she polytechnic did, in its fifteenth merger since 1976, and smaller, important, outpost in the capital. Lord Hunt, who had made valiant efforts to buy out the principal of the polytechnic, the then Bishop

of Jillsborough and in this he was only supported by Dr. R. K. H. the Secretary of State in an attempt to ignore. From his later post of University of the North East to chair the success of British education and stemmed from this new City Polytechnic were in recorded in the Bishop of Jillsborough's book *Schooling Foundations*. Yours in haste (off to a principal), GEORGE TOLLEY, Sheffield City Polytechnic.

## Fade-out for film studies?

Sir—Dan Douglas's article in TES Extra (August 19) suggests a number of continuing dilemmas in the area of media education, and plots the progress of the subject in its bid for recognition. It is ironic that the Secretary of State's ignorance of the endeavours of media teachers should have been demonstrated in the North East, an area noted for teacher training courses in film studies.

A brief report of how those courses have been decimated by college closures or mergers appears in the current issue of Screen Education (summer 1977). The course at Alnwick has disappeared with that college's closure. Ponteland's course will go when that closes. The BEd in film and television studies at the College of St Hild and St Bede, Durham, will be discontinued after the September 1977 intake unless intending teachers indicate by their applications that there is a demand for it.

Further progress to the establishment of media courses in schools will be hampered by the scarcity of specialist teachers, and the closure of courses will also mean that teachers in art, drama and English will no longer be able to take the media options that the existence of main courses promotes. Though our film and television course has small numbers of students (and the college would not let me advertise that the course existed as a new BEd), the option courses are over subscribed and half the student intake receive instruction in the image education-visual literacy area of study.

The Secretary of State for Education indicated that, when closures of colleges were considered, the rationalization of those that was a factor. Why then do all colleges in this area offer, say, history, when no provision has been made for the continuation of media studies? DAVID WILLIAMS, Senior Lecturer, College of St Hild and St Bede, Durham.

## One flew over the Green P

Sir—Returning from holiday I have been able to read the Green Paper in full and find that my first reactions to the press reports are confirmed.

The overwhelming impression made on me is of the document's staggering banality. Rarely can have been more saturated with clichés, platitudes and half-baked "suggestions", the petty currency (alae) of the education world. Hardly a thought is expressed that has not been kicked around for years, even decades. Generalized proposals, aspirations, tentative feelings, opinions (presented as fact) jargon, abound.

Most pathetic of all is the strained effort to obtain reassurance by the frequent recourse to the Holy Writ, the regional meetings of the Great Debate, as "evidence" of consensus that would be able to handle the "emerged"—though anyone who attended any one of the jamborees knows that nothing "emerged" as consensus. (You have to read the Green Paper to understand the civil service technique.) But perhaps I am being unfair.

## White Lion: the real insult

Sir—I have not suggested that the existence of the White Lion Street Free School is an insult to ILEA, and I am delighted that White Lion has close ties with them (Letters, August 19). What I described as an insult to those projects was Mr. Peter Newell's statement that it was "in fact in Inner London providing alternative education for children with difficulties attending White Lion". It had seemed to me that most recent publicity about White Lion's shortage of funds had given the impression that other similar work was not being done. Far from trying to "divide" ILEA-funded projects from White Lion (Letters, August 26) I was drawing attention to their closely related aims. I am glad that in the current

debate their existence is not recognised and discussed. It tugs with White Lion's ties.

In its bulletin of May 1977, White Lion drew attention to other projects. Fading of White Lion normally takes only from within 500 yards. ILEA said that White Lion appointed children and parents with other projects to the Children's Rights Workshop given them advice on home education. The Children's Rights list of alternative education projects includes ILEA-funded projects well as the White Lion Street School (see, for instance, 19 September, 1976). MARY-LOU CLARKE, Chairman, School sub-committee, ILEA.

## 'Too much too soon' in maths

Sir—I would like to draw attention to the teaching of maths that has been claiming innocent victims for a long time.

The innocents are the infants who are made to learn abstract ideas—number 1 may mean one, ten or a hundred. They are taught sums in which when they carry ten, they they are pay of one. No wonder

One cannot blame the profession alone for such things. Parents are to be blamed, too, for expecting their little ones to understand notions which they themselves know nothing about.

It is in the interests of children and mathematics that number work in infant schools should not go beyond number nine. All the basic operations should be restricted within this limit so that children know what they are about. I have worked in a country primary school for five years where I

taught eight-plus children, hardly remember any child being able to explain why 11 is not two.

So for the sake of this one, we must reconsider our "too much too soon". KULDIP SINGH, Chatham, Kent.

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# Political illiteracy: the British disease

Sir—It was unfortunate that your correspondent who reported on the Hansard Society's Report on "The Political Awareness of the Young School Leaver" was unable to find someone better informed than Mr Terry Casey to comment upon it (August 19).

Anyone who had followed the important developments which have taken place in the field of political education in recent years would know that there are very few people who are attracted to the idea that schools teach a subject called "political education", inserted into an already overcrowded curriculum.

There is, however, a considerable number of teachers who have long been concerned that most young people leave school at the age of 16 totally unprepared to exercise even the minimal political responsibility of voting. Dr Stradling's survey has performed a valuable service in showing just how serious the situation is.

If we happen to believe that the political process is the best way of resolving conflict in society, if, like Churchill, we believe that "law, law is better than war, war", then we should surely not expect that our young people will always absorb the values of the democratic process by some kind of social osmosis. There is a little too much evidence about to the contrary for our com-

fort. The Politics Association, which is affiliated to the Hansard Society, has argued consistently that schools and colleges cannot afford to neglect this vital area of education. The idea of putting "political education" in the timetable has no appeal.

What is needed is a long, hard look at the work which is already done in the last two compulsory years at school, and in liberal studies courses in further education with a view to ensuring that, in preparing young people to take their place in adult society, we do not forget the knowledge, skills and attitudes which they will need if their adult society is to be fairer, stronger, better balanced and more successful in

promoting human well-being than it is at present.

That the general secretary of an important trade union in the teaching profession cannot see this is disturbing. Fortunately, the Secretary of State for Education and Science has emphasised the importance of political awareness as a component of the "common core" curriculum, and there is some evidence that the TUC is taking an interest as well.

There are few nations of any political persuasion which do less than Britain in this respect: we can no longer afford this complacency. S. BUTTON, The Politics Association, 12 Gower Street, London WC1.

## Popularity is not everything

Sir—I should like to support Mike Lyth's comments about the Integrated Science Project. Bob Doe is indeed being naive if he regards the main criteria of "success" of an innovation as the rate of uptake by schools.

The literature on curriculum innovation abounds with examples of the social, financial, administrative, personal and micro-political factors which affect the adoption of curriculum projects by schools: what over their inherent educational worth. It will be a sad day for the curriculum development movement if projects are judged solely on the extent of their adoption. Even some of the original "Nuffield" schemes did not exactly "sweep the country".

Perhaps it should also be remembered that the aim of the Schools Council is not to produce new orthodoxies, but to extend the range of choice of teachers, and that includes choice of particular learning experiences which may be extracted from published materials whether or not the project is adopted in its entirety. A. TORKINGTON, Preston Polytechnic, Chorley Campus.

## Science: how the majority suffers for the minority

Sir—Mr Barker's letter (August 19) strikes a chord which he talks about "specialist" science teachers attempting to justify the existence of the separate sciences in schools in terms of pupils wishing to specialise in the sixth form or become scientists, engineers, medical or even "specialist" science teachers.

It is an argument which I have heard many times, and which is quite spurious when one considers that of all the pupils who were eligible to take O levels in 1972, only 7 per cent went on to read science, engineering or medicine at university two years later. In other words some 93 per cent of the school population have to endure a science curriculum more appropriate to the needs of a very small minority.

I do not dispute that the country is in need of scientists and technologists, but whether the teaching of "specialist" sciences is necessarily the best way of satisfying that need is another matter entirely. A course such as Nuffield Secondary Science run parallel with the schools council Integrated Science Project alleviates many of the problems associated with the "specialist" sciences, such as early specialisation, or finding time on an already overcrowded timetable while still providing an adequate base for any subsequent scientific study.

As far as justifying any such change, I find it infinitely more difficult in trying to explain why the majority of our pupils have to follow a science curriculum not suited to their needs. In fact, judging from the "swing away from science" in the present science curriculum it is not surprising to find that "specialist" science teachers would have us believe it to be, indeed, the "specialist" sciences appear to be having the effect of putting pupils off any future scientific specialisation, or finding time on an already overcrowded timetable while merely trying to preserve their own jobs? RICHARD L. GAN, Head of science and technology, Shene School, Richmond-upon-Thames.

## Anti-technology

Sir—As a teacher of modern languages who played a small part in ushering in the audio-visual age, I cannot help wondering whether the reaction against the tape-recorder, the filmstrip projector and all their works (noted among other places, in the Burstall report on primary school French) is gathering momentum. Perhaps we had it all wrong in the halcyon days, and the modern methods were in reality an elaborate justification to provide software for the newly-available hardware.

I am reminded of a group of able fourth-year linguists who recently argued cogently with me as to why they preferred the 1950s French course which I am using with them to the modern German audio-visual course which they are also following.

Whatever happened to the language teaching revolution? MICHAEL J. SMITH, 15 Golden Hind Park, Dibden Purlieu, Southampton

## Have your kids got broken specs?

Sir—I would be most grateful to any teachers who would be kind enough to let me know of any children in their classes who have experienced accidents as a result of their wearing spectacles with glass lenses while engaged in such activities as games or physical education.

I raise this because of the recent concern in the medical profession

over the matter of swimming goggles which shatter because they are made from acrylic rather than polycarbonate plastic. D. H. LARDER, Director of Safety Education, Royal Society for the Prevention of Accidents, Canon House, The Priory, Queensway, Birmingham.

## Check mate

Sir—I hope that the person who had onlookers at the British Chess Championship in wrapt attention (TES picture caption, August 12) has been wrapt over the knuckles and told to come to work wrapped in sackcloth.

F. MCGEE, 10 Copland Avenue, Wembley, Middlesex.



Prison Officer Carole Jenkinson, 23, trained as a teacher. She's now in her first year as a Prison Officer. She's still deciding how to develop her career in the Prison Service.

Newly promoted Principal Officer Elaine Taylor, 34, has been in the Prison Service for 10 years. She was previously a nurse. The experience and commitment she gained has been useful in the Prison Service Training School.

Chief Officer Blodwyn Davies, 44, was a voting in retail jewellery when she joined the Prison Service 20 years ago. She's been a Chief Officer for 5 years, and her services included time as a tutor at the Prison Service Training School.

Governor Monica Carden, 31, joined as a Prison Officer 11 years ago and was promoted to Assistant Governor after 18 months. She had no formal educational qualifications when she joined, but took advantage of the career opportunity offered in the Prison Service.

# What sort of future can you have as a Prison Officer?

A Prison Officer's job isn't a temporary one you can drop anytime you feel like it. It's a full time career, with all the rewards a career offers. You have to be thoroughly trained to do it. You have to learn through experience. You have to bring a sense of dedication to it.

You need special qualities too - patience, understanding, a lot of good humour and cool. And you need the character and determination to stick to it, to make a worthwhile career. The Prison Service will find out whether you're suitable, with tests and an interview. Once you've done your basic training, and are working full time in a prison you'll find there are plenty of opportunities to get on. Prison Officer is only the first step of a ladder that can take you on to Chief Officer, or even Governor.

After Prison Officer you can, through experience and examinations, be promoted to Senior Officer level, then to Principal Officer. In these positions you'll be responsible for supervising the work of officers under you. You'll be expected to take decisions of your own, organise and cope. Your abilities will be tested to the full, but you'll find the satisfaction of holding down a responsible job. You could, after that, become Chief Officer, in charge of the officers and their work in a whole prison.

Prison Officers can also apply to become Assistant Governors, which means moving into the managerial side of the prison service, working with the Governor, probably responsible for a whole prison wing. This can then eventually lead to the highest post in the prison service, Governor.

So for people with the right qualities, ambition and the ability to succeed, the prison service offers a worthwhile career. No one pretends it's an easy job - most worthwhile jobs aren't. And it's not always pleasant - you have to come in contact with some of the more sordid sides of life. But it isn't all unpleasant either, and you get a real opportunity to help unfortunate people and make a contribution to society.

The pay's good, all the way up the ladder. In the first year it's worth £65 a week. Your work is based on a 40-hour, 5 day week. Free accommodation or rent allowance is included, and free uniform or clothes allowance, and you get a free pension.

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Women are required, between 21 and 49, in good health, about 5' 7" (170 cm) or over. Men are also required for the establishments (men aged 21-49) and 5' 6" (167.6 cm) or over.

Become a **PRISON OFFICER** in today's Prison Service



# COURSES

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Churchill College, Cambridge

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Further details may be obtained from:  
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**The Polytechnic of North London**

## Sport



Children's spartakiad: Rostock play Leipzig in a junior handball match at Leipzig.

**Midlands test uncovers new tennis talent**  
by Stanley Levinson

A new schools tennis competition, started earlier in the year in the Midlands, has proved highly successful, says Mr. Jack Moore, manager of the Lawn Tennis Foundation, which organized it with the backing of Coca-Cola and Dunlop.

The foundation and its supporters are to discuss an extension of the competition to other areas next year.

The aim of the tournament is to find through a team competition tennis and doubles talents in schools tennis, and double talents.

Mr. Moore was pleased with the response—850 boys and girls in 180 teams competing in 42 leagues in Derbyshire, Leicestershire, Lincolnshire, Nottinghamshire, Staffordshire, Walsall and Wolverhampton.

Each area produced its champions. The girls' winners were: St. Helena School, Chesterland; Loughborough High School; Spalding High School; Retford High School; Queen Mary High School, Walsall; Regis School, Tottenham, Wolverhampton.

The champion boys' schools were: Bemrose School, Derby; Howarth College; Ancaster High School; Lincoln; Nottingham High School; Oakhill High School, Stoke; Queen Mary Grammar School, Walsall; Regis School, Tottenham.

This new venture is seen as a complement to the well-established Nettle tournament for individuals, also promoted by the Lawn Tennis Foundation, which reaches its 1977 finale this weekend at Queen's Club, London.

By opening the competition to junior sections of tennis clubs the number of competitors rose by several thousand to well over 40,000. Now, at Queen's, the champions of England, Ireland, Scotland and Wales play off for the international title.

Lesley Romley (Westgate School, London) was the only girl who won a title in the year, but she will be decided just before the international competition. Linda Maclean (Rookwood School, Andover) and Kim Houston (Horley Place School, Camberley) are two who stand in her way.

In the boys' section the experts were keeping an eye on Jeremy Bates (Tudor Grange School, Solihull) and Patrick Hughesman (Torquay Grammar School).

Louis Tuff will be at Queen's representing Ireland, together with David Williams, of the Belfast Royal Academy.

Susanne Davie, of Goweston School, Swansea, and Peter Anthony (Swansea) are the Welsh champions and Scotland's banner will be carried by Iain Grammond (Aberdeen) and Alanair McNab (Ayr).

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3517, 3519, 3521, 3523, 3525, 3527, 3529, 3531, 3533, 3535, 3537, 3539, 3541, 3543, 3545, 3547, 3549, 3551, 3553, 3555, 3557, 3559, 3561, 3563, 3565, 3567, 3569, 3571, 3573, 3575, 3577, 3579, 3581, 3583, 3585, 3587, 3589,



Continued from previous page

needlework (at which she was useless). Next term, without any word to the parents, she was doing needlework. "After all", her year mistress said, "she is a girl."

These are tiny, unscientific, unrepresentative samples based on hearsay evidence, but they represent a personal crisis of immense importance to children and parents.

Subject choice in the early secondary school is the one most fraught with difficulties for parents. The majority are not only anxious to defend their child's interest, but also have a genuine faith in the professional competence of the teacher. If such respect is to be maintained, there must be a frankness and openness on both sides, and none of that hiding behind autonomous skirts that can so easily disguise irrationalities. Far too often children's interests are sacrificed to make timetable easier and departmental bigger.

I still believe there is a great deal to be said for leaving many classroom decisions to teachers. In many cases I would welcome less interference by head teachers and advisers in the way work is carried on. It is, after all, the only way to allow that free-ranging interplay of ideas and emotions between teacher and pupil which can produce success, even in the most rigidly academic curriculum.

That sort of teacher freedom is worth far more than the political rhetoric of the curriculum industry and the teacher unions. Clerical protectionism is no substitute for real professional pride and public responsibility.

Bob Bell is senior lecturer in educational studies at the Open University.

# Missing from the agenda

Gabriel Chanan argues that there needs to be a great debate about work as well as about education

The DES's attempts to reorientate schools towards adult work have not yet brought about any reappraisal of just what a typical adult working life consists of. July's Green Paper acknowledged glancingly that all was not well in the world of industry itself, but still presented education's task in relation to industry as one of straightforward servicing.

Work is an area of perennial dispute and strain, not only about wages and prices but about purposes, structures, conditions and roles. A great debate make about work as well.

While this greater debate remains unjoined, analysis of the concrete purposes of education tends to rest on oversimplified views of adult existence. One concept in particular stands in the way of a closer examination of adult life, a concept in particular that permeates all our pedagogic thinking: that work and leisure are essentially separate activities, to which different criteria of success apply.

It is not true either from the point of view of the individual or of society. To keep life going the individual has to do a great deal more than what he is paid to do. He has to organize sustenance, household, travel and social support around the mere element of paid labour; and he has to do work of a different kind to protect his interests in the job itself, to make it as tolerable and rewarding as he can, quite apart from the formal definition laid down in his job description.

Most of this work actually occurs in the time conventionally regarded as leisure, and even the rest of leisure time is often taken up with mere recuperation. And in order to derive real enrichment from cultural life, the values acquired there must have some application in the overall business of living.

Society, equally, depends on all these surrounding functions performed by the individual as much as it does on the narrow operations for which it nominally pays him. The activity of raising children for example, must constitute, in any objective measure, the largest single

sector of effort in national life.

The Green Paper made a slight advance in recommending that education should equip women for as wide a range of paid employment as men. But its estimation of serious culture by the "non-utilitarian". The higher estimation of culture by the middle class is not a testimony to a higher spiritual life, but to the fact that for middle class occupations culture is utilitarian.

The lawyer, the journalist, the teacher, the advertiser—and the philosopher—do not read books purely for the uplift, but as part of their work. If we recognized that skills such as writing articles or teaching, researching local government or arguing legal cases and shaping children's intellects will be part of the adult work of both middle class and working class people, we will have the basis and the conviction for an intellectually exciting curriculum for all.

In order to build this curriculum we need a new theory of education which will examine the overlap and the interrelation of work and leisure, and their relation also to morality and culture. Educational philosophy has locked itself impotently within these categories. A new start in practical thinking on these issues has been made by Mary

Warnock in her recent book *Schools of Thought*, and in her article just before the Green Paper came out ("Valuing people's judgment", TES, July 8). Education, she wrote, contradicting the laboriously-argued isolationism of the Peters school, "is not something to be pursued for its own sake, but for the sake of the future of the person educated".

She went on to identify three criteria for the making of a curriculum: work, leisure and morality. Here, regrettably, the old compartments were not adequately transcended. Considered separately from work, morality evidently applied predominantly to the personal life. Leisure, considered separately, was the realm which expressed "values". And work when considered separately from morality and leisure, appeared as unproblematic, a sector where "the educational needs of the child and the needs of society are identical".

This identity of needs is abstract kind of coincidence, meeting only, like lines of perspective, on the utopian horizon. In its concrete form—the actual kinds of job open to him—the individual's side of the equation is subordinate to society's. He needs to earn a living—but society has already defined how he may do it.

The fact that society's definition is questionable, both as to accuracy and immutability, and that questioning it in a number of concrete ways will turn out, willy nilly, to be part of the adult's actual work of living, is easily obscured.

Suppose the present conduct of work, with its uncontrollable pursuit of "growth", with its violence to the environment, with its enervation of the emotional wholeness of workers, itself contains a number of threats to society? Are we to say that society needs people to work, meaning to fit in as smoothly as possible with present assumptions?

Or are we to say that society actually needs them to do something much more complex, to master the work while developing their critical faculties about it, to do the work, but to notice also what it is doing to them, to imagine alternatives and make connexions that are not imagined or made in their job descriptions?

Present concern with moral education is mostly focussed on the personal life. Yet the area most acutely in need of the application of moral criteria is the impersonal life—relationships through institutions, through work, between classes, interest groups, subcultures and

countries. Personal relationships are at least organically "moral" in that people will assert their autonomy and resist each other's excesses when they meet face to face. It is the impersonal relationships which have escalated so vastly in the modern world, because of increases in scale, and for coping with which there is no organic faculty.

Mary Warnock points out that debate about the "distribution" of education does not make much sense until we have established what should be taught, which must depend on adults' value judgments about what will benefit pupils in their adult lives. It is easy to agree that everyone will need to have "basic skills", but even at basic levels the teaching of such skills is involved with assumptions and anticipations of more elaborate skills.

An overview of the aims of the curriculum requires a fuller, more probing idea of adult life, showing in particular how much of what we loosely regard as optional and personal—the whole realm of culture—is really as tangibly involved in survival and fulfillment as are the techniques laid down in employers'

Gabriel Chanan is editor at the National Foundation for Educational Research.

# Dismantling the pigeon hole

The Harewood Centre has its origins in the West Riding experiment of seconding teachers to become educational social workers.

Christopher Griffin-Beale reports

Pontefract, the Yorkshire town best known for its sweets, can also boast an educational establishment without exact parallel elsewhere.

The Harewood Centre deliberately avoids any further descriptive term such as "education", "community" or "nursery". Its core is a nursery school, but it welcomes mothers and secondary children alongside—for their own and the preschool children's benefit—and provides after-school sessions for primary children, a youth club and adult classes.

Most of this was evident during one twelve-hour day I observed recently. The day's mood was set as I arrived at the bus-station to ask the way to the pre-war council estate where the centre is situated. A teenage girl offered to show me the right stop.

Yes, she knew the centre very well. Indeed, she had had enormous problems at school, and spent her final two years almost entirely at the centre, helping in the nursery but also—it was clear—gaining a lot herself.

With such extensive experience with children, and the guidance of the centre's head, Lesley Kissack, she gained a grade 4 in CSE child care, the school's Mode 3 exam which she took at the centre. Her pride in her achievement—so different from her previous academic performance—and her gratitude to the centre were clear.

The centre's new building was opened last January, but the centre itself has been open since 1969. Its origins are in Sir Alec Clegg's pioneering West Riding experiment in seconding a handful of teachers as educational social workers.

Some were attached to specific infant schools to work with parents. But Lesley

Kissack, a primary teacher, was dispatched to work generally with children in Pontefract, which had an above-average record for delinquency. She gradually evolved a proposal for the centre, which was accepted, and it opened in a prefabricated, supposedly temporary building—left over from the war.

The centre's growth owes much to the warmth of Lesley Kissack's own personality, and the staff's enthusiasm. Not only has it survived the demise of the West Riding, but the new authority, Wakefield, has accepted the commitment for the new building (alongside the site of the old, demolished building).

The brick single-storey building makes good use of slanting roofs with windows on the taller wall under the ceiling to throw overhead light on the activities below. Alcoves and cubicles off the central areas assure both ample space and a human scale, openness and the kind of private corners which offer small groups or individuals privacy.

At 9.30 the first group of under-fives appears, roughly 50 of them, and spread themselves around the building. They are mainly from the surrounding estate, and are brought in by their mothers. Some mothers stay to chat in the tea-bar, a wide alcove off the main area, operated by a girl employed by a local job-creation organization. Others stay if their children feel insecure.

Most of the children are three or more, but there are younger brothers or sisters, toddlers and babies-in-arms receiving a lot of attention from children and adults alike. One two-year-old, there with his mother, is furiously scribbling on a piece of paper. He is hyperactive and has neither sleeping nor giving his mother any peace at home. They were referred to the centre; the nursery now wears him out enough for both him and his mother to get some sleep.

In this main area—with attractive displays down the sides—children can sit either on comfortable benches, which can take adults alongside them, or at circular tables so common in nursery schools. They can draw, play nursery games like snap, or do other art activities—today they are arranging and gluing on to paper

the leaves they had collected.

Next door in the tiled wet area, children can play with sand or paint, either with brushes on easels or with fingers dipped into the paint direct on to plastic table-tops. The centre's other area, a gymnasium, offers a slide, climbing-frame and Wendy-house.

Lesley Kissack has a full-time staff of only four—one nursery teacher, two nursery assistants and one non-teaching assistant. But the mothers and the regular attendance of secondary children—on community service, or on CSE child-care courses—boosts the ratio of helpers substantially, especially with story time, which invariably ends every session.

While half the group have milk and a rhyme, the other half have stories read to them individually, or in groups of twos and threes. Here, as throughout the session, it is sometimes hard to distinguish between staff members and parents; as likely as not the mother is reading to someone else's child.

The morning group goes home and, after the briefest luncheon, one of the staff sets off on the regular coach that crisscrosses the town to pick up children for the afternoon session. Some are happy, but one girl weeps inconsolably at the separation from her mother.

Fewer mothers accompany their children in the afternoon, given the wider catchment area. But on this afternoon at least, there are more teenagers, including a number of boys—most from the secondary school, one on the dole. One boy with flecks of paint that can fly on to your clothing; he settles down to help in the gym.

The secondary children are there to learn as well, and need guidance. Val Guy, the nursery assistant with special responsibility for them, disposes them around the centre with firm friendliness. It is an achievement, not simply to master the quite different skills of guiding four-year-olds and 14-year-olds, but to exercise those skills simultaneously.

When story time comes, the secondary boys sit down on the benches and read to one or two children. One four-year-old

boy is on a teenager's lap, punching playfully as the reading progresses, illustrating the different relations that is possible with the young man.

The atmosphere achieves a minimum of friendly acceptance and control, a treatment of everyone at the same time. Lesley Kissack sees the need to draw a line between not accepting a behaviour, yet still loving the person a distinction that has rarely been made for many of the children.

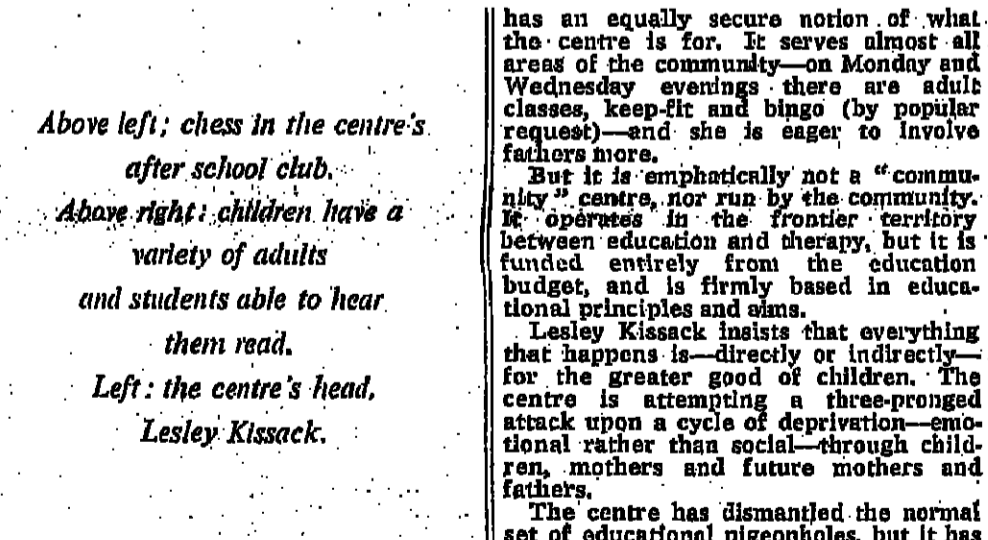
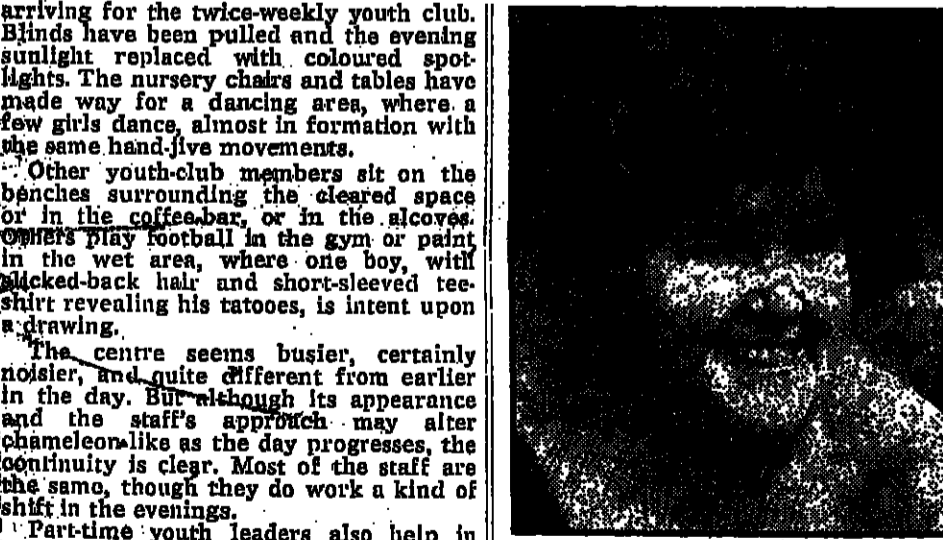
It is this atmosphere that has allowed the centre to help all kinds of children with behavioural and physical problems—including at one time or another epileptic children—either because of a delay in finding them appropriate special provision, or because there is no better place for the individual alongside other members of the community. It also explains the centre's success with a number of teenagers—like Clare—who have spent extended periods there.

The centre's nursery is a nursery in the educational tradition, not a services day nursery, and does not offer all-day facilities. There is a great demand for such facilities in Pontefract, since there are not many working mothers.

Another characteristic of the centre is reflected in the centre's intake—a comparative absence of immigrants, rather of black and Asian faces. There has been considerable immigration of black people from other parts of the country and mobility within the town.

After school on Tuesdays every day there is an after-school club for primary children, mostly past members of the nursery maintaining their links with the centre. The centre seems fuller and busier, and quite different from earlier in the day. But although its appearance and the staff's approach may alter as the day progresses, the continuity is clear. Most of the staff are the same, though they do work a kind of nursery maintaining their links with shift in the evenings.

Part-time youth leaders also help in the club, some of them local secondary teachers who find the dual role—meeting their pupils in a quite different relationship—brings many rewards, and few disadvantages. One was a mother who brought her child to the nursery in its early days, and a token payment by the children, run on a shoestring. By seven o'clock the centre was transformed, as over 100 teenagers



Above left: chess in the centre's after school club.

Above right: children have a variety of adults and students able to hear them read.

Left: the centre's head, Lesley Kissack.

Then she took a teachers' training course for mature students, and has ended up teaching locally. Such circular, continuing relationships are common.

Some of the youth club regulars attended the nursery at its inception; others were in the after-school club, or have had younger brothers or sisters at the centre. This continuity is one of the

centre's greatest strengths, encouraged by the frequent intermingling of ages, with nursery children alongside primary and secondary children, referred or excluded from school for various reasons.

Although so much is going on, it does not imply wooliness in the centre's policy and practice. It offers everyone a secure and accepting structure; Lesley Kissack











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# TALKBACK

## Film in primary schools

Richard Eke

Advocates of film making in primary schools have often emphasized the extra impetus it gives to learning basic skills. But more recently, they have concentrated on the intrinsic value of filming.

The amount of time children spend watching television, the assumptions of visual competence that lie behind most teaching materials, and the increasing use of illustrations in newspapers and magazines, have all led to a re-assessment of education concerned with the skill and moving image.

The programme I have been involved in developing aims to get children inside the world of the image to develop their understanding of the language of images, and to encourage them to explore the creative possibilities. It is intended only to encourage critical awareness of visual communications, but also to give children the chance to control, for their own ends, the school's media resources.

One of the key implications that children should learn how to operate the machinery, know the ways in which it can be used, and consider the rights of others in its communal usage.

At the Internavex conference last year, Ian Lister suggested that teachers used audio-visual machinery to control children instead of demystifying the mechanics so that they might become a genuine tool for learning. Certainly, once they cease to be special gadgets that only teachers use, children, from infants upwards, can operate quite sophisticated machinery. The ease with which they grasp these mechanical skills opens up communication and expression through images for practical investigation.

There is no guarantee, however, that working a camera or overhead projector will enhance children's understanding of mass media. To promote deeper awareness, a considered educational programme is needed, a programme that strives to introduce children to the language of images and to see for themselves both sides of the communicative process.

In the classroom, problems arise over selecting the right content and methodology. The content one selects depends upon one's view of society at large, and of film in particular, while one's view of teaching and learning determines methodology.

My own view of film—and images in general—is limited by the kind of knowledge I can construct from what is happening on the screen, which provides an initial part of the content, and on end, in the I want children to do the same.

Events on the screen are an infinitely variable mixture of convention and innovation. I take "conventions" to cover the basic structure of visual information that facilitates reading a film narrative, and the typical ways in which we frame and sequence pictures over time.

Many language development schemes use sequences of pictures which the child is asked to reconstruct in order to "tell the story". These cards can be used, beyond their intended purpose, to explore the sort of information we need to convey a story visually: if children understand the rules for reconstructing a sequence, they can construct their own.

The conventions of framing are interesting in the way in which we classify shots, from close up to long shot and from high angle to low angle. Using Venn diagrams, children can explore possible grouping shots and where they occur in particular classes of film.

Framing is also interesting in the way it affects our interpretation of an image. Again, this can be explored first by seeing how to operate and then playing the game on oneself.

Films can be subjected to a kind of shot-and-time, and the recorded graphic can be used to produce permanent records from which effects of sequencing images can be explored. It is an exploration extended in scripting, shooting and editing a film.

In contrast to exploring the content of the media, one is concerned with meaning and usage. To understand fully the language of images, children do see how we know what they are demonstrated by using overhead projector overlays which highlight bits from minimal information (a foot) to a full representation (a pirate).

Particular attention is paid to bits of information that "give away" (eye patches, hats, etc.). Similarly, children can construct an image for themselves selecting its constituent parts: dragon here, a castle there, create a full picture.

Once children grasp these, they can decide what sort of they want to tell, how they will try, and to what effect. These considerations guide the process of scripting, shooting and editing which, in turn, modify the original intentions.

A finished film can be evaluated in terms of the maker's intentions, or their intentions, the way used to achieve them, and worthwhile those intentions thought to be. This provides a framework for a way of looking at all media products, which can be used with a comparison of the own work with commercial.

The differences in production presentation between the two are the basis for further development, children's critical awareness.

Richard Eke teaches at St. Gordon's Primary School, Shepperton, Bucks, London.

related. The method gives scope for individual experiment, and its air of occult mystery makes an attractive change, I imagine, from the dullness of conventional rote learning at elementary stages.

All the same, it is not a method to be taken up lightly by teachers with no previous musical experience. Those who cannot read or play music may find Miss Tobin's theories difficult to master and her enthusiasm disaffecting. On the other hand, those who are musically trained and who have problems translating what they learn one-to-one into a form acceptable to groups of varying motivation, may find the Tobin System useful. It has the further advantage of compatibility with other teaching material.

That being said, it would be wise for a teacher contemplating taking the system in this new kit form to make a preliminary acquaintance with the author's other publications, available from the Holcon Press, Southmill Road, Bishop's Stortford, Herts. These explain at length what the kit presents in concentrated form. The text provided on cassette and printed in the teacher's manual is somewhat overpowering in tone and terminology by comparison with the simplicity of the method.

I am not so happy at the attempt to teach composition, which forms the second part of this teaching programme. There is a contradiction between the system as it was originally designed and what it has now become, in that the use of colour is intended as a transition to reading and understanding music in conventional black and white now appears to be elevated into an aesthetic of its own.

Not that the examples of music "composed" by the children are limited in interest: though they are rather dull and the sixteen-bar set structure too rigid, a good teacher can compensate here as in any other compositional method. No, one regrets only that the practical openness of color teaching should have been closed in on itself, and an essential vision apparently given way to metaphysical dogma.

# All the colours of the keyboard

ROBIN MACONIE on the Tobin Colour System

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The idea that music and colours of the spectrum might be related tends to be associated with composers and theorists of a visionary temperament. Scriabin, Messiaen and the Schoenberg of the magic cantata Die Gluckliche Hand come immediately to mind, though there have been a host of minor synaesthetists on or beyond the fringe of music whose fascination with finding visual equivalents for tonal qualities have kept the idea alive.

Something of the same mystical and alchemical spirit in which these composers are regarded attaches to the writings of a number of theorists whose activities belong to elementary class music teaching. Candida Tobin is one of the latter. Inventor of a system of music teaching associating stave notation with colour, she has already produced a range of textbooks for school use applying her doctrine of the heptagram or "Magic Circle" of pitch colours to guitar, recorder and general music reading. Now there is a cassette-tape-worksheet package which aims, more ambitiously, at teaching how to compose.

The programme of the new kit falls into two sections of which the first, Pre-Composition, amounts to a concise introduction to the Tobin Colour System and the second, Template for Composition, leads the student into the realm of melodic invention. This is a new departure for the author.

At a practical level of learning to read notes and finding one's way about an instrument, the use of colour as an indicator of pitch names has much to recommend it, and the Tobin System offers, within those limits, a coherence which has certain appeal. Through colour, notes and sounds are directly

# Instruments for hire

OWEN SURRIDGE on a national rental scheme

There is a popular belief that American ways of doing things are always eventually adopted in Great Britain. The emphasis is on the inevitability of the process rather than the time-lag. So it is not surprising that the musical instrument industry has taken to its heart the national rental scheme lately introduced by Boosey and Hawkes Ltd, which drew its inspiration from American practice.

Individual dealers have been running their own local rental schemes for some years, but this is believed to be the first such rental scheme to be introduced on a national scale in Britain.

What is surprising is the time taken for this particular trans-Atlantic crossing. Americans have been accustomed to renting their first musical instruments for about 30 years. The English trade has known about this for at least a decade. It has taken a bit of stark economic adversity—a discount war among dealers and a dearth of funds among education authorities—to make any real change, but now, it seems, the tide has turned.

Boosey & Hawkes was inundated with enquiries from dealers eager to become accredited, almost as soon as the first announcement was made. Within three days the company was nearly halfway to its target of 120 dealers. Some are found in the smaller towns. Teachers can obtain their names and addresses from the sponsors.

Not all applicants are accepted. Mr Denis Gillard, chairman of Boosey & Hawkes and the man responsible for launching the scheme, said: "The dealers must satisfy me that they will provide instruments of quality and that they have appropriate servicing facilities."

He claimed to have turned away several potential dealers because they were prepared to sell inferior instruments to schools. Mr Gillard is determined to uphold the good name of the scheme and says he will terminate the contract of any dealer he finds abusing it.

The scheme is simple and has obvious benefits for schools and parents hard-pressed for funds. Music teachers can expand or contract school orchestras without enormous expense, and parents can allow their children to experiment with some desired instrument without committing themselves to a substantial outlay that could be wasted.

Any instrument may be hired, regardless of price, although instruments will usually be selected from the quality range regarded as most suitable for young musicians. The firm says those instruments may lack refinements required by professionalists but will be of good playing quality.

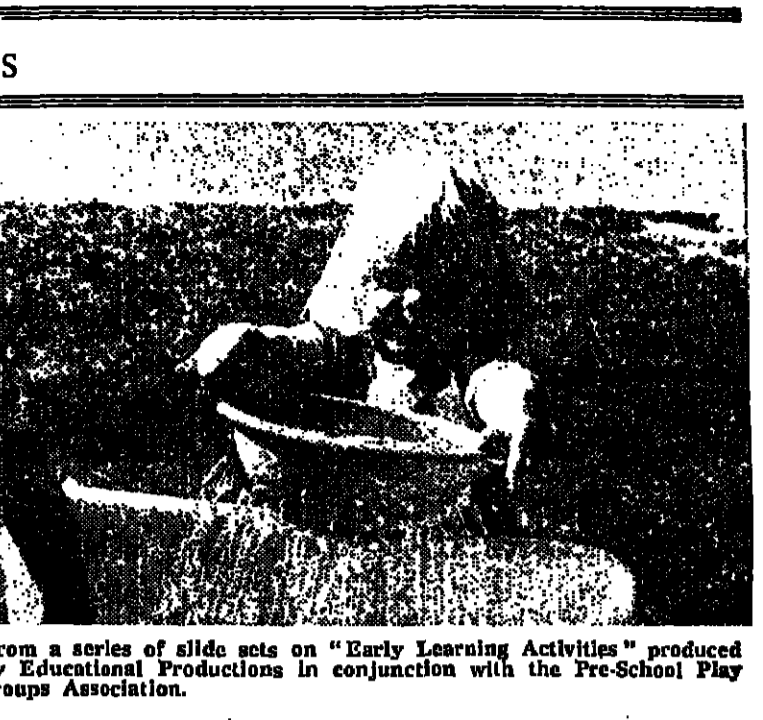
Initial rental periods will usually last three months, with an option to continue for a further three months. Hirers who decide to buy can do so at either stage, and the entire sum paid in hire fees will be deducted from the retail price. This will often be payable by instalments.

Alternatively the instrument may continue to be hired on a monthly basis. Hire fees range from £4.43 for three months for a small guitar to £19.75 a quarter for a bassoon. Fees include insurance.

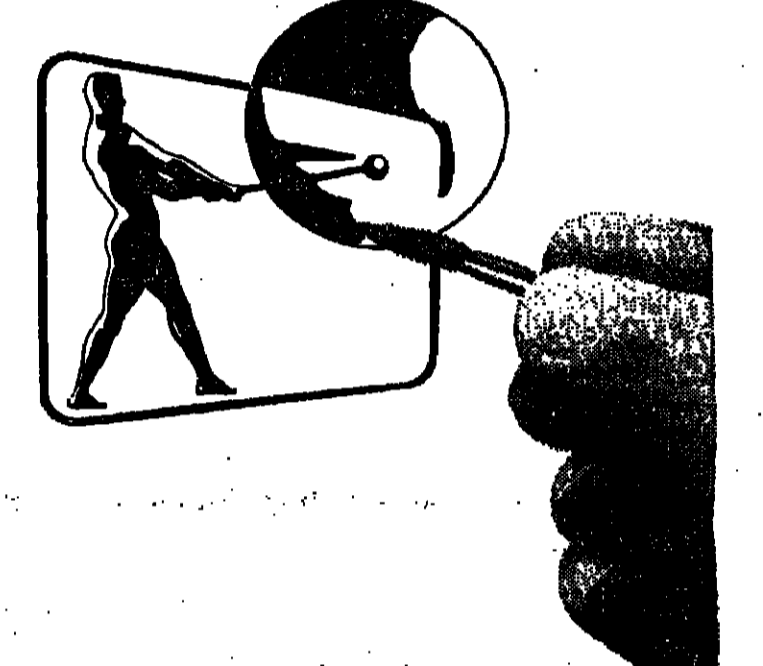
The trade does not expect to be left with many secondhand instruments as a result. Dennis Gillard said: "I would have expected rather more of the new pieces of hire to be converted into sales, but I am assured that the figure is actually a good deal higher."

Nor is Mr Gillard worried about the instruments that are returned. "There just weren't enough second-hand instruments to meet demand," he said. "Dealers will have no difficulty in selling them."

Naturally this scheme is not a philanthropic exercise. The trade stands to make a substantial increase in its sales if the least catches on and it may well reduce the effectiveness of the otherwise attractive discount offers that have caused a lot of ill-feeling among dealers.



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# Entering schoolditz

John Taggart

My experience of the postgraduate certificate at the University of York seems to agree with those who have embarked on a similar course elsewhere. The winter term begins with a considerable amount of enthusiasm. Major educational issues are discussed and one makes confident assertions about the sociology, philosophy and psychology of education.

Case studies are all rather fun, especially when one has not yet faced any real live "cases". The term's theme is "observation", which is interesting. However, disillusion soon sets in—very soon.

One becomes increasingly aware that one's strong convictions and those expressed by others are naive assertions based on nothing more solid than one's dislike of the educational system through which one has oneself passed. Condemnations of schools visited during the term are freely expressed. However, towards the end of the first term, criticisms become noticeably "less vociferous".

It is just that the views of one's colleagues become predictable and tedious. It is that the reality of a "twelve" teaching practice of quietness convictions largely based in ignorance. On visiting one's teaching practice school, in my case a fairly noisy, brutal place, one is disappointed with an actual timetable. The prospect of term with SEC is enough to quieten any conviction.

The department of education at the university is fairly enlightened. Its enlightenment comes largely from what it neglects to force its students to do. Copious lesson plans are not required. "What are the notes on the achievement of each lesson, not that enough to test what one has learnt. So one is left largely to one's own devices.

The problem here is that the experience tends to be less one of teaching than one of survival. All students pursuing a Certificate in Education welcome the teaching practice. It is the one part of the course that keeps them in touch with reality. Indeed, it seems the very antithesis of all that was unsatisfactory about the first term.

However, students on teaching practice are in touch with a peculiar sort of reality. They are not teachers—the pupils are more aware of this than anybody—and yet they do not want to be treated as students. They resent any intrusions of their classroom by members of staff, and they resent the fact that the kids take advantage of the fact that they have another student.

There is hardly a class that will not try to hang a student by the ropes he or she is not sure of. They would probably not dare to taunt them so mercilessly if they were evidently a permanent feature of the institution. Teaching practice gives the student an idea of what a full-time career in school would be like, but it should not be confused with teaching itself.

School is a form of prison—"schoolditz", one child calls it. As a student one is allowed into the prison warders' mess, but one is not a prison warder. They act as if prison warders become like their own kind, and the teachers certainly become like their pupils.

As a student one can observe teachers in the staff room as well as in the classroom. The former seems to be inevitably a breeding ground for "petty factions": "What these; the technicians and the artists, have in common is usually opposition to the headmaster.

Students as observers are not part of all this, but it is a sobering thought that, were they to find a prison warder would be participating in the petty factions.

What does a student on teaching practice learn? One soon sees that

It is the tiny things that are huge. One child told me at the end of term, "You were OK, only didn't sharpen the pencils." I went to York to discuss the sociological implications of a prophetic schools, when all a really matters is the sharpening the pencils.

One also learns about the pain that await a long career in teaching profession. Last year's fast-growing changes—it is an act of protection against the outer world that always threatens. The defence against laziness is self-protect, which alone keeps one's sons above the mediocre.

PGCE students always seem to be discontented and argumentative. It is the nature of the course that they should. Even the most practical aspect is a bit short of reality. Students of education are observed even as to observe.

John Taggart was a student at St. Hughs College, University of York.

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SIX series of teaching portfolios No 9  
Essex Record Office Publications, County Hall, Chelmsford. £1.50 plus 65p postage.

From 1793 to 1815 Essex was at war with France. So was the rest of England of course, but not in the same way. Recruitment to the army and the domestic problems associated with it, or the press-gang and its quasi-legal barbarity were familiar facts of life in many parts of the country. Essex had an additional complication. Without the steep cliffs of Kent, and within easy reach of London, the Essex coast looked the likeliest place for a French invasion.

Army camps were set up from Warley to Weeley and from Harwich to Saffron Walden, and the officers made their presence felt among the local inhabitants. They were there to carry out plans the details of which were the responsibility of the Lieutenant of the County; and to carry them out, perhaps in cooperation with the militia and the regular army. The militia was a complicated system of administration (which provides an interesting social history of its own).

The first strategy against invasion envisaged evacuation and a scorched earth policy of destroying anything that might be helpful to the invading armies. In 1798 a list was drawn up of all the waggoners in the county, so that they could be called upon to move troops in an emergency. A questionnaire was sent out to all millers and bakers in an attempt to establish whether a defending army could be fed and with it was sent a leaflet giving advice on how to increase the quantity of bread they baked. After 1803 the policy changed. Instead of evacuation, everybody

and everything was to remain in place. For the use of His Majesty's Forces, who would be ordered to advance to that part of the coast at which the enemy may make good or threaten a landing, and an appeal was made to responsible citizens to enrol as special constables. Under invasion conditions the threat was felt to be as much from the "few and profligate rabble" as from the French.

These documents, maps, prints and pictures from the Essex Record Office tell the story of those 22 years. The emphasis is on the threat from above, though we do catch glimpses of the way daily life was affected for ordinary people and on the military effects of the war. The forty reproductions (each with a full explanation on the reverse) cover attitudes to the war, the forces including the militia and the volunteers, defence precautions, and beacons and fortification.

The presentation is excellent. There is a very helpful introductory booklet, with a bibliography (which leans too heavily on military history at the expense of the social effects) and a very sensible section headed "Suggestions for Use".

Two equally important benefits come from the use of archive and record materials in schools: the nature of historical enquiry and judgment is clarified and the subject matter means more for being local so that the process of discovery covering the area you live in takes on a deeper interest and significance. Schools and colleges in Essex who use this portfolio have the additional advantage of the Essex Record Office schools archives service, which makes transcripts and facilities available to them free. The part county record offices are now taking in history teaching is making available a growing and very useful collection of facsimile materials, and teachers should make sure they are in touch with them.

A series of Caribbean resources workshops is to be held at Spencer Park Teachers' Centre on Thursday, September 15, and thereafter on Tuesday, September 27 and October 4, 11 and 18 at 4.45 pm.

The introductory meeting will examine resource materials on the Caribbean and discuss various approaches to learning and teaching on developing resource packs. The workshops will concentrate on the project, which is jointly sponsored by Oxfam Education Department and Spencer Park Teachers' Centre.

Oxfam Education Department, 14 Devon Road, Stockwell, London, SW9

# Plant a tree for Jubilee

Schools that have not yet made a contribution to the Jubilee celebrations could hold a tree planting ceremony this Autumn. The young trees would help to replace those that are diseased or were killed by last year's drought; they would also improve the bare landscapes that surround many new school buildings.

Plaques with the inscription: "Planted to Commemorate the Silver Jubilee of H.M. Queen Elizabeth II" have been made especially for these ceremonies. They are decorated with the official Jubilee emblem, made of aluminium with a dull silver finish, and they are weatherproofed. Space has been left underneath the inscription for engraving the name of the donor. Each plaque measures five inches by three inches and is attached to a metal spike to make planting easier. Plaques can be ordered from Jubilee Plaques, 6 Justice Walk, London, S.W.3, or from major nurseries and garden centres, price £3, including postage and packing.

# Castle games

A museum mainly for children has been created in Hags Castle, Glasgow. The intention is to show how life has changed during the 400 years since the castle was built through displays, reconstructed rooms and gardens. Among these are a sixteenth century kitchen, complete with cauldrons and spits, a Victorian nursery, and an exhibition showing the life style of one of the seventeenth century inhabitants.

An eighteenth century cottage beside the castle has been equipped as an activity centre, where visitors can try their hands at spinning, weaving, making medicines, candles and so on. The grounds include a knot garden, herb and vegetable plots and an orchard as well as open areas for playing games such as leapfrog or with toys such as hoops and tops.

Inquiries by telephone to Olivia Fisher on 041-427 2725, or in writing to Hags Castle, 100 St Andrews Drive, Glasgow G41.

# London sights and sounds

London: the making of a city  
Thames Television Ltd 306-316  
Euston Road, London NW1. Pack £4.47, booklet 40p.

Thames Television have produced this kit to supplement the six programmes of the same name which are due to be transmitted again next summer. It's a kit that can be used alone or as a supplement to the six programmes. The extra help of television. The producers of most of the book, Suzanna Playwright and Elizabeth Newbury are both on the staff of the Museum of London, and that institution's careful presentation of its contents is reflected in the high standard of almost all the components of the kit. There are a 68 page booklet; six sets of six slides with notes, and a cassette tape with a commentary for the slides on one side and "Voices from London's past on the other."

The kit is designed to send students and staff out on to the streets using the existing city fabric as a focus. The teacher is not left with the sort of vague directive often found in such compilations "Is there any Georgian architecture near where you live?" which so often leads to faintly glowing but unimpressive reports.

The book contains mainly six detailed walks with maps and enough detail to satisfy the most antiquarian. It is well laid out, and presented so that any amount of it can be used, as needed. The walks deal with two tranches of the area around London Wall: the wall itself, and the trading and religious substance of medieval London.

As one might expect, the walks move westwards to legal London for the Tudor and early Stuart walk, but back again for a survey of Wren's achievement in the walk for London after the Fire. Georgian London takes us from St Martin's Lane to Lancaster House by way of St James's Square.

The last Victorian London, takes us through botanist Kensington from the Albert Memorial to Belgrave Square. The slides prepare or revise by giving background information in the walks. The commentary is pleasantly narrated and is,



From "Medieval London".

for once, a commentary on the pictures rather than a discursive narrative hung on them like pegs.

The only section of the kit above which I have reservations is a second half of the cassette, "Some of the London voices are fictional, they fall to match up to the genuine ones." Tapes is used to great advantage in dealing with the plague and the tape provides a genuine frisson with careful picking of "Ring-a-ring-of-roses" in the same sequence. The mishaps of Wren's Master of works are quite good as fiction, but the Roman soldiers who begin the tape are poor.

In the later sequence there is a surprising absence of criticism. We hear virtually nothing of those who saw London as a paradigm of what all urbanization was to mean and disliked what they saw. There is neither sanitary reformers, nor urinating journalists.

The kit is not solely of use to Londoners although it is chiefly for use in the Museum of London. It could help teachers to plan a daytrip in London with a walk of real value and without the serious diversion in the Victorian walk is whether your party is small enough to take into Harrod's meat hall without causing a disturbance! Deborah Thomas

# Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

## Appointments vacant

Modern Languages	31
Pastoral	34
Other than by Subjects	34
Nursery Education	
Headships	25
Deputy Headships Senior Masters/Mistresses	25
Other Appointments	25
Primary Education	
Headships	25
Deputy Headships Senior Masters/Mistresses	28
Heads of Department	33
Scale 2 Posts	33
Remedial Posts	34
Scale 1 Posts	34
Middle School Education	
Headships	34
Deputy Headships Senior Masters/Mistresses	34
English	34
Mathematics	34

Technical Studies	40
Other than by Subjects	44
Sixth Form and Tertiary Colleges	
Scale 2 Posts	44
Special Education	
Headships	44
Deputy Headships Senior Masters/Mistresses	46
Scale 2 Posts	46
Scale 1 Posts	46
Independent Schools	
Headships	47
Art and Design	47
Domestic Subjects	47
Economics	47
English	47
Geography	47
Humanities	47
Mathematics	47
Modern Languages	47
Music	47
Pastoral	47
Physical Education	47
Religious Education	47
Modern Languages	47
Music	47

Pastoral	48
Physical Education	48
Religious Education	48
Science	48
Other than by Subjects	48
Preparatory Schools	
Headships	48
Mathematics	48
Modern Languages	48
Science	48
Other than by Subjects	48
Colleges of Further Education	
Directors and Principals	48
Heads of Department	48
Other Appointments	48
Polytechnics	50
Universities	50
Colleges of Higher Education	50
Teachers' Centres	50

Adult Education	50
Assessment Centres	50
Youth and Community Service	50
Overseas Appointments	52
Administration	
Local Education Authority	52
General	53
Child Care	51
Educational Psychologists	54
School Health Service	54
Examiners	54
Ancillary Services	54
Miscellaneous	54
Outdoor Education	56
English as a Foreign Language	56

Appointments wanted	57
Other classifications	
Educational Courses	57
Awards and Scholarships	58
Personal Announcements	58
Exhibitions	58
Entertainments	58
For Sale and Wanted and Postal Shopping	58
Holidays and Accommodation	58
Home Exchange Holidays	58
Properties for Sale and Wanted	58
Typing and Duplicating	58

## Nursery Education

**BERKSHIRE**  
BLANDFORD NURSERY SCHOOL  
Headship  
For January 1978, a suitably qualified candidate will be sought for the post of HEAD TEACHER of the Nursery School. The school is a day school for 40 children of nursery age (3-5 years) and is situated in a pleasant village. The school is a member of the National Nursery Education Council. The successful candidate will be responsible for the overall charge of a team of 2 assistant teachers, normal hours and terms. Applications forms (S.A.E.) obtainable from the Director of Educational Services, Berkshire County Council, 100 High Street, Reading RG1 1AA. Closing date: 20th September, 1977.

**BACHUS ROAD NURSERY CENTRE**  
185 Bachus Road B15 4QZ  
**A teaching post**  
(Scale 2 for a suitable applicant)  
is offered at this Centre which is a joint project run by Social Services and the Education Department. The Head Teacher of Benson Nursery School is jointly in charge with the officer in charge of the Centre, who works on the premises.  
A teacher with nursery experience is required, who is interested in a situation where children are given care for a longer day with the added stimulus of two teachers during school hours. The post is for January 1978, or an earlier date if the candidate is free.  
Applications and particulars from Mrs. M. I. Hunt, Head Teacher, Benson Nursery School, Barry Street, Birmingham B15 5TD, telephone 021-654 4267.  
There is a scheme for assistance with removal expenses.

**NEWHAM**  
LONDON HOUGH OF NURSERY SCHOOL  
Headship  
Bachus Road, London E.6  
(N6) 50 places, 180 part-time places. The school is a day school for 40 children of nursery age (3-5 years) and is situated in a pleasant village. The school is a member of the National Nursery Education Council. The successful candidate will be responsible for the overall charge of a team of 2 assistant teachers, normal hours and terms. Applications forms (S.A.E.) obtainable from the Director of Educational Services, Newham Council, 100 High Street, London E.6. Closing date: 20th September, 1977.

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**ilea**  
Inner London Education Authority

## For teaching posts in Inner London

First page of Classified Outside Column

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**DEPUTY HEADSHIPS SENIOR MASTERS/MISTRESSES**  
For January 1978, a suitably qualified candidate will be sought for the post of DEPUTY HEAD TEACHER of the Nursery School. The school is a day school for 40 children of nursery age (3-5 years) and is situated in a pleasant village. The school is a member of the National Nursery Education Council. The successful candidate will be responsible for the overall charge of a team of 2 assistant teachers, normal hours and terms. Applications forms (S.A.E.) obtainable from the Director of Educational Services, Newham Council, 100 High Street, London E.6. Closing date: 20th September, 1977.

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**OTHER APPOINTMENTS**  
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**Classified Advertisements**  
The charge for advertising in all classifications is 76p per line (minimum 3 lines).  
Display in classified advertisements £4.35 per single column cm (minimum space 9.5 cm double column at £2.65).  
A charge of £1 is made for Box Number facilities.  
Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.  
Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.  
The Advertisement Manager, The Times Educational Supplement, New Printing House Square, Gray's Inn Road, London WC1X 9EZ, by Monday for the following Friday's issue.

**BARNET**  
LONDON HOUGH OF NURSERY SCHOOL  
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## Appointments wanted

Educational Courses	57
Awards and Scholarships	58
Personal Announcements	58
Exhibitions	58
Entertainments	58
For Sale and Wanted and Postal Shopping	58
Holidays and Accommodation	58
Home Exchange Holidays	58
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**Re-advertisment**  
**Education Committee**  
 The Borough is within easy access of Central London and bordered by Epping Forest, London addition to salary payable.  
**REQUIRED JANUARY, 1978**  
**St. Mary's R.C. Primary School**  
 Station Road, London, E.4

**Head Teacher**  
**Group 5 School**  
 Salary from £5,686 to £6,309 plus £297 London Allowance.  
 Current roll 290 (approx.).  
 Applicants must be practising Catholics. (enclose a.s.e.) obtainable from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, London E10 5QJ.  
 Closing date: 18th September, 1977.



**HEADSHIPS**  
 Required for January 1978  
**Lady Bankes Infant School (Group 5)**  
 Dawlish Drive, Ruislip, Middlesex HA4 8SF (Roll 250 approx.)  
**Yeading Infant School (Group 5)**  
 Carlyon Road, Hayes, Middlesex UB4 0NR (Roll 250 approx.)  
**Required for April 1978**  
**Minet Junior School (Group 7)**  
 Avondale Drive, Hayes, Middlesex UB3 3PF (Roll 250 approx.)  
 Applications invited for the above posts from suitably experienced teachers who possess a thorough knowledge of and commitment to modern educational theory and practice.  
 Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (telephone Uxbridge 50111 Ext. 3486/8) to whom they should be returned as soon as possible and not later than Monday, 26 September.  
 London Allowance payable. 75 per cent removal expenses and some assistance with accommodation in appropriate cases.



**County of Cleveland**  
**PRIMARY SCHOOL**  
**HEAD TEACHER**  
 (GROUP 5)  
**EASTERSIDE PRIMARY SCHOOL**  
 Easterside, Middlesbrough, Cleveland

Required for January, 1978, a suitably qualified and experienced teacher for the above post. The Easterside schools are at present separate Junior and Infant schools, but are scheduled to merge as a single primary school from January 1978.

Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than 23rd September, 1977.

**headship**  
 Applications are invited from experienced and suitably qualified primary teachers for the headship of the following school:  
**St Mary RC (Aided) Primary School**  
 School Close, Group 4  
 Closing date 23 September, 1977.  
 Application forms and particulars for the above posts (s.a.e. foolscap, please) from the Director of Education, County Offices, Matlock.



**HEADSHIP**  
 (GROUP 6)  
**CHERRY LANE JUNIOR SCHOOL**  
 Sipson Road, West Drayton UB7 9DL  
 Head Teacher Mr. E. F. Ryan  
 Required for January 1978.

Applications invited from experienced junior school teachers who have a thorough knowledge of and commitment to modern educational theory and practice.

Application forms and further particulars from the Director of Education, Civic Centre, Uxbridge, Middlesex (telephone Uxbridge 50111 Ext. 3486/8) to whom they should be returned as soon as possible and not later than Monday 26 September.

London Allowance payable. 75 per cent removal expenses and some assistance with accommodation in appropriate cases.



**Primary Schools**  
**HEADSHIPS**  
**Shaftesbury Junior School**  
 Shaftesbury Road, London E7 8PF  
 Roll: 433

Required January, 1978:

**Head Teacher**  
 Group 6  
 Burnham Scales.  
 Plus London Allowance £402.  
 Plus Social Priority Allowance £201 or £276.

Application forms may be obtained from the undersigned, to whom they should be returned by 23rd September, 1977.

Education Offices,  
 Broadway,  
 Stratford,  
 London E15 4BH

J. S. Wilkie, M.A., Ph.D.,  
 Director of Education.



**HUMBERSIDE**  
**COUNTY COUNCIL**  
 Education Department  
 Required for January, 1978

**HEAD**  
 for  
**WILLERBY CARR LANE JUNIOR SCHOOL**  
 Carr Lane, Willerby, Hull

GROUP 6, N.O.R. 383, Age Range 7-11

Application forms and further particulars may be obtained from the Director of Education, H.O. Schools, County Hall, Beverley (Tel. 0482 887131, Ext. 416) to whom completed application forms should be returned not later than the 19th September, 1977.

**Primary Schools**  
**HEADSHIPS**  
 Evelyn Road, London, E15 2AR  
 Roll: 73 (+20 part-time nursery)  
 Required January, 1978

**HEADTEACHER**  
 GROUP 8  
 BURNHAM SCALES.  
 Plus LONDON ALLOWANCE £402.  
 Plus SOCIAL PRIORITY ALLOWANCE £201 or £276.

Applications may be obtained from the undersigned, to whom they should be returned by 16th September, 1977.

J. S. Wilkie, M.A., Ph.D. Director of Education.  
 Education Offices, Broadway, Stratford, London, E15 4BH.



**NORFOLK**  
**COUNTY COUNCIL**  
 Education Department

**HEAD**  
 required for  
**CAWSTON V.C.P. SCHOOL (Group 3)**

**DEPUTY HEADS**  
 required for

1. Sprowston First School, Norwich (Group 5)
2. West Ermlham First School, Norwich (Group 5) (These 2 Deputy Headships are being re-advertised—previous applicants will be considered together with current applications).

Applications forms and further details may be obtained ONLY by sending a stamped, addressed foolscap envelope to the Area Education Officer, Gladstone House, St. Giles, Norwich.

**BROMLEY**  
 (London Borough of) OAKLANDS INFANTS' SCHOOL  
 (London Borough of) OAKLANDS INFANTS' SCHOOL  
 (London Borough of) OAKLANDS INFANTS' SCHOOL

**BROMLEY**  
 (London Borough of) OAKLANDS INFANTS' SCHOOL  
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**Headships**  
**CAYLEY (J.M. & I.), Aston Street, E.14**  
 Vacant now. Roll 285 plus 41 part-time nursery pupils. Burnham Group 5, salary £5,184 to £5,808, plus Burnham additions £312 and £189, plus Inner London Allowance.

**CLAPHAM MANOR (J.M.), Stonehouse Street, S.W.4**  
 Vacant now. Roll 235. Burnham Group 5, salary £5,184 to £5,808, plus Burnham additions £312 and £189, plus Inner London Allowance.

**RATHFERN (J.M.), Rathfern Road, S.E.8**  
 Vacant now. Roll 400. Burnham Group 6, salary £5,808 to £6,207, plus Burnham additions £312 and £189, plus Inner London Allowance.

**SANTLEY (J.M.), Santley Street, S.W.4**  
 Vacant now. Roll 199. Burnham Group 5, salary £5,184 to £5,808, plus Burnham additions £312 and £189, plus Inner London Allowance, plus Social Priority Allowance.

**SPRINGFIELD (J.M. & I.), Crisemworth Road, S.W.8**  
 Vacant now. Roll 180. Burnham Group 4, salary £4,794 to £5,418, plus Burnham additions £312 and £189, plus Inner London Allowances, plus Social Priority Allowance.

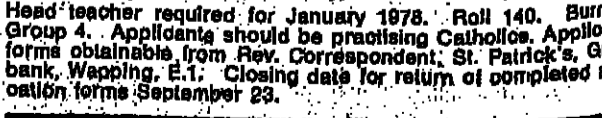
Please send self-addressed foolscap envelope for application form and further details to the Education Officer, EO/18/A, County Hall, London SE1 7PB. Closing date for return of completed application forms, September 23, 1977.

**ST. GABRIEL'S C.E. (J.M. & I.), Churchill Gardens Road, Pimlico, London, S.W.1**  
 Head teacher required for January, 1978, on the retirement of the present head teacher. Roll 155. Burnham Group 4 Salary £4,794 to £5,418, plus Burnham additions £312 and £189, plus £402 London Allowance. The school is pleasantly situated near the Thames Embankment in a thriving part of the Church of England.

Application forms (self-addressed envelope please) available from the Headmaster at the school, and returnable to the Chairman of Managers, St. Gabriel's Vicarage, 30 Warwick Square, London SW1 2AD, by September 23.

**ST. JOSEPH'S R.C. (I.), Pimian Street, Camberwell, S.E.5**  
 Applications are invited for the above post, to take effect in January, 1978. Burnham Group 4. Estimated roll 180-200. Applicants must hold the Catholic Teachers' Religious Certificate. Application forms, to be returned within 14 days of the appearance of this advertisement, or obtainable from the Reverend Correspondent, 2 Knatchbull Road, Camberwell, London SE5 9QS.

**ST. PATRICK'S R.C. (J.M. & I.), Dundee Street, Wapping, E.1**  
 Head teacher required for January 1978. Roll 140. Burnham Group 4. Applicants should be practising Catholics. Application forms obtainable from Rev. Correspondent, St. Patrick's, Greatbank, Wapping, E.1. Closing date for return of completed application forms September 23.



**PRIMARY**  
 Headships continued

**BOLTON**  
 (Metropolitan Borough of) HINGLEY ST. MARY'S C.E. JUNIOR SCHOOL  
 (Metropolitan Borough of) HINGLEY ST. MARY'S C.E. JUNIOR SCHOOL  
 (Metropolitan Borough of) HINGLEY ST. MARY'S C.E. JUNIOR SCHOOL

**BOLTON**  
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**CUMBRIA**  
 EDUCATION COMMITTEE  
 DISTRICTS JUNIOR & INFANTS' DIVISIONS  
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 DISTRICTS JUNIOR & INFANTS' DIVISIONS

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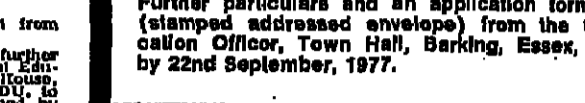
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 DISTRICTS JUNIOR & INFANTS' DIVISIONS  
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**London Borough of Barking**  
 Applications are invited from suitably qualified and experienced candidates for the following:

**Headships**  
 (a) Marks Gate Infants' School (Roll 190), Group 4 £4,794-£5,418 plus supplements.  
 (b) Northbury Junior School (Roll 330), Group 5 £5,184-£5,808 plus supplements. Social Priority Schools Allowance.

Vacancies due to the retirements and promotion respectively of the previous holders of the posts. Both posts offer admirable scope for teachers of energy and initiative and it is hoped that the successful candidates will take up duties as from 1st January, 1978. London Addition £402 p.a. Reimbursement of removal expenses.

Further particulars and an application form available (stamped addressed envelope) from the Chief Education Officer, Town Hall, Barking, Essex, returnable by 22nd September, 1977.



**Education Committee**  
 The Borough is within easy access of Central London and bordered by Epping Forest, London addition to salary payable.  
 Required January, 1978 —  
**Greenleaf Primary School**  
 Greenleaf Road, London, E.17.

**DEPUTY HEAD TEACHER**  
**Group 6 School**  
 Salary from £4,929 to £5,553 plus £287 London Allowance and Social Priority Allowance.  
 Current roll 380 (approximately).  
 Application forms and further details (enclose a.s.e.) obtainable from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, London E10 5QJ.  
 Closing date September 19, 1977.



**DEPUTY HEADSHIPS**  
**MINET JUNIOR SCHOOL (Group 7)**  
 Avondale Drive, Hayes, Middlesex UB33 3PF

Required for January 1978 DEPUTY HEADTEACHER for this large Junior School.

Applications invited from experienced Junior School teachers with a thorough knowledge of and commitment to modern educational theory and practice.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (telephone-Uxbridge 50111 Ext 3486/8) to whom they should be returned as soon as possible and not later than Monday, 26 September.

London Allowance payable. 75 per cent removal expenses and some assistance with accommodation in appropriate cases.

**ILLINGDON**  
 EDUCATION DEPARTMENT

**REDBY INFANT SCHOOL (GROUP 4)**  
 Applications are invited from suitably qualified and experienced teachers for the

**DEPUTY HEADSHIP**  
 of the above named school, the appointment to take effect from 1st January, 1978.

Removal expenses and temporary lodging allowances may be granted in appropriate circumstances. Application forms, obtainable from the Director of Education at the address shown below on receipt of a stamped addressed foolscap envelope, should be returned to him by 23rd September, 1977.

**TOWN HALL & CIVIC CENTRE** L. A. BLOOM,  
 SUNDERLAND, SR2 7DN CHIEF EXECUTIVE  
 Borough of Sunderland







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DAVID & CHARLES  
BRUNEL HOUSE, NEWTON ABBOT, DEVON

continued from page 29

That is the establishment of an educational unit jointly financed by the PFA and the Football League. It has been agreed provisionally but is not yet settled and will take months to work out. Mr Kerry describes this as a "fantastic" step forward.

If it comes about it will end the paradoxical situation in football education, where the main work is done by the trade union, sometimes with the cooperation of the clubs.

The English Schools' Football Association is not directly involved. Their concern, says Glyn Evans, the general secretary, is relating football to education in schools and combating violations of the associated schoolboy scheme.

The days of the rapacious signing of schoolboys, through clandestine cash payments to their parents, are almost over but not totally. There are still clubs which drive a horse and cart through the regulations codified by the FA, the League and the ESPA.

Although there have been vast improvements all round there is still a minefield of uncertainty and heartbreaks for ambitious boy footballers. Much of this will be reflected in the booklet on careers in professional sport now being revised by the government career service, COIC.

But it is the work being done inside the industry that counts most - and much depends on the resolution of the conflict between players and clubs on the long-standing issue of freedom of contract.



Just practising in the park - but what will their chances be if it's a dream of taking the glory road to football fame.

## Be water safe

By Vera Bryant

Last Easter the press reported incidents in which three drowned off the coast of Great Britain. They were a woman teacher and a nine-year-old girl whose dinghy overturned off Skye, and a man whose dinghy capsized 300 yards off an Anglesey beach (his mule companion was treated for severe exposure).

These tragedies are typical of many such incidents which raise doubts about the skill of boat users, the seaworthiness of their boats, the suitability of the weather conditions and the ability of those involved to cope with an emergency.

In a publication from the Royal Society for the Prevention of Accidents, *Safety in Watersports*, some suggestions for leaders and instructors in Youth Groups or Clubs, it says, "Because a youth group has not been so unfortunate as to experience a drowning accident, its members should never be lulled into thinking it will never happen to them."

"Water activities do present problems concerning safety and it is therefore necessary to take all reasonable precautions to minimise the risk of accidents. This is good sense."

Man's endurance in water is limited, and therefore the better his water skills the greater his chance of survival. But the opening up of water resources has not always been accompanied by adequate safety provisions.

Those responsible for the promotion of water safety, a responsibility shared by a number of government departments and other official and voluntary bodies, have, especially over the last decade, put much of

their resources into training schemes and information and advisory services, all aimed at improving individual skills in and on the water.

Yet still today there are non-swimmers, or inefficient swimmers, and novice boat users, who take to the water ignorant of the training facilities or not interested in learning even the rudiments. The fact that these voluntary training schemes have to be attractive to potential participants has not escaped the Royal Yachting Association, which runs six parallel training schemes, each leading to the award of a proficiency certificate.

It says that the schemes have to be relevant, fun, and challenging, without being too difficult.

Training schemes in water skills appeal immensely to children. They provide incentives to those who prefer recreational swimming rather than racing. It is more difficult to tempt the 40 and 50-year-olds, yet often it is in middle-age that some people buy their first boat.

Some purchases before they have tested whether it is a sport suited to them. Should more be done to publicise training schemes? Can adult education centres, outdoor centres, commercial sailing schools, local council swimming baths, local clubs, cope? The National Water Safety Committee is confident that they can.

This year the National Water Safety Committee via the services of its member bodies, including RoSPA, has been promoting a "You are never too old to learn to swim" Campaign. At the same time this campaign introduced the "Be Water Safe" sign, to be used by councils, clubs and schools, to identify places offering training or information in water activities.

So far, some 50 local councils are using the sign and many more clubs. Thousands of copies of a "Water Skills National Address List" have been distributed. With more widespread knowledge of these addresses, few should be ignorant of their opportunities to learn to swim, lifesave, or boating (sail or power) canoe, row, skin-diver, or water ski.

If a much more concentrated and coordinated effort by all concerned fails to convince people before they take to the water that the ability to swim, life save, and to perform their chosen sport skillfully using the correct equipment and their commonsense, then the authorities may be forced to introduce unpopular measures. Certainly some local authorities and individuals would welcome a compulsory boat test.

Some facts and figures on drowning accidents in this country make sober reading. Even so, it is con-

sidered, though there is no evidence to support it, that the drowning rate is being contained. Certainly there is no room for complacency, but it is known that the growth in the popularity of water sports continues while the drowning rate remains fairly constant.

For example, the National Sailing Association was not founded until 1961, but already about 12 schools, youth organisations and other educational establishments have joined, and it is estimated some 20,000 young people a year are under its auspices each year.

Ten drowning accidents in Wales in a recent 12-month period were 922 (relatively high compared with the previous year), 76.5% of the drowned had been taking part in water sports as distinct from pure recreation.

So about one quarter of all deaths from drowning involve people taking part in water sports. This includes many of the more casualties - 15 to 24 age group. This age group combined with the under-4s and over-60s account for half of all drowning deaths, though they represent one-third of the population.

In 1976 HM Coastguards statistics revealed a record number of persons rescued with 239 lives lost. RNLI reported 1,619 launches, the aid of pleasure craft and the most common cause of "trouble" as machinery failure, capsizing, and adverse conditions.

The Sun Life Saving Society of Great Britain states that the

BRITISH AMATEUR GYMNASTICS ASSOCIATION and the **DAILY MIRROR** Present the fabulous USSR GYMNASTICS AND SPORTS ACROBATICS DISPLAY TEAMS EMPIRE POOL WEMBLEY NOV 10, 11, 12 & 13. Performances each evening at 7 pm. Matinees on Nov 12 & 13 at 3 pm. SEAT PRICES £4, £3 and £2. Box office telephone number 01-802 1234

## Course for careers

### Paddy Hands on a new sports studies diploma

A new opportunity for those with sporting talents is to be offered nationally by Avery Hill College. The college, in its new role as a free-standing institution, is in the process of developing a range of diversified courses including several Diplomas of Higher Education.

The Diploma of Higher Education in Sports Studies is one of these. The course, which has been subjected to several bureaucratic delays has been in the process of development since 1975 and is to be submitted for validation by the Council for National Academic Awards to take its first students in 1978.

The development of the course is based on the belief that there is a whole range of career structures developing concerned with sport for which there seems to be little or no specific preparation. This was a view which was strongly supported by the college's investigation in leisure and sports centres.

There is a need for an initial training which enables those with talent and interest in sport to develop and acquire understanding of the very important role sport plays in social life.

The Diploma of Higher Education seems the most appropriate level at which to gear the course. It offers a rigorous two-year qualification; it allows the diplomaee to have work experience before making decisions on further study or qualification; it also leaves the door open so that students can go on to a degree after the diploma or at a later date.

In the sports studies programme participation is essential. Aquatics, athletics, games, judo, and trampolining are some of the major components of the programme. The

students are offered a broad experience of sports before choosing to specialise. At this level they are concerned with both performance and preparation in taking the appropriate coaching awards.

The scientific basis of sports activity and skilled behaviour provide the background to the practical work done in the first year. The introduction of the basic skills of sports organization, administration and communication includes practical work and experience of a variety of sports organizations. Students gain depth of understanding of the special needs of a chosen group - the 3 to 18-year-olds, the disabled, the aging adult, the athlete.

The colleges geographical location makes for easy access to sports bodies in Central London and to sports centres in the inner urban boroughs. Crystal Palace is close and this will be especially advantageous for students of international calibre.

Throughout the two years students study the psychological and social sciences. Appreciating sport in contemporary life is essential to all who work and play in sport. It is these areas of study which seek to explain individual experience and social organization and behaviour in sport.

There has been a great deal of talk about the development of opportunities in higher education for young people whose major interest and talent is in sport. In the past most opportunities rested in teacher training. With these opportunities diminished, few alternatives have taken their place.

The closure of colleges of education does not seem to have benefited the development of centres of excellence as was once anticipated. Imaginative suggestions seem to have been strangled at birth by red tape or stifled by committees who lack the courage to disturb the status quo in sport and physical education.

I consider the new course at Avery Hill offers an exciting opportunity in higher education to combine sport and study.

Paddy V. Hands is a senior lecturer at Avery Hill College.

## Off-peak packages

Gillian Thomas describes how one sports and leisure centre is encouraging new clients

Sports "packages" are being offered to Wiltshire secondary schools at the Bath Sports and Leisure Centre. The idea is not only to give them an opportunity to try out several different sports at favourable rates, but also to make the best use of the centre. It was opened in 1975 at a cost of £1m.

About half of the county's secondary schools now use it, which over the last school year included four comprehensives, a girls' public school and two technical colleges (in Clippenham and Trowbridge). In the summer term attendance drops off because of exams and because the schools make fuller use of their own outdoor facilities.

"The variety of sports we can offer is the main attraction and also the children obviously enjoy the freedom of being able to move from one to another," says Morton Evans, manager of the centre. He started the schools' package in January, 1976. A former Loughborough trained physical education teacher, he has also been a national pole-vault coach and Welsh rugby international.

"As well as providing facilities which no single school could offer, the scheme sets the centre used at off-peak times and fosters future clients, which is an important consideration too."

Through the "package", the schools use the centre at about 50 per cent of the normal cost. For example, for 30p a pupil with a minimum of 20, two badminton courts, one squash court and two table-tennis tables are made available for a two-hour session, as well as other sports like trampolining, weight-lifting and swimming (and this can continue after the end of the session).

To keep costs down, some schools choose to go for a shorter period or do fewer sports. They also have to provide a minimum of one teacher a class, while the centre itself has a supervisor and two attendants on duty for the dry facilities, in addition to others at the pool (though this cannot be used for teaching).

This staffing is adequate at most times, although of course coffee-breaks and so on sometimes mean that fewer are available. In fact the staffing is seen as a major drawback to the scheme by Hayesfield School, a girls' comprehensive of 1,200 which has been taking about 40 sixth-formers and 60 fifth-formers for hourly sessions. Parking is another of their worries, mainly because the only car park is not run by the centre and has to be paid for at normal rates. The children walk, which takes about a quarter of an hour and presents time-tableing difficulties.

Mr Evans is only too well aware of these difficulties, so remembering his own school teaching days he tries to be as flexible as possible. "Inevitably afternoons tend to be the most popular times, but obviously we cannot have every one at once. In fact a double physical education period during the second half of the morning has many advantages. It enables children to prepare for it during break-time and they do not have to rush away so quickly afterwards."

At present, schools are principally taking fifth and sixth-formers to the centre in order to offer additional facilities to reluctant sports players. Also being able to leave school premises tends to be regarded as a privilege.

In many cases it has had a marked effect on more difficult children who tend to respond enthusiastically to activities at the

centre, often in contrast to an apathetic attitude at school. Many children also use the centre after school and in the holidays, though price is inevitably a barrier for some. Who pays for school-time sessions varies. Sometimes it is the school itself, but often the children—or their parents—are asked to contribute. In most cases they seem happy to do so.

The cost of hiring the coach in the case of Somerville School, a mixed comprehensive of 1,020 which is a half-hour journey away at Midsomer Norton, is born by the PE department.

"We take 50 fifth-formers, both boys and girls, in the spring term as a way of introducing them to the recreational facilities in the area," explains Colin Greenhalgh, who is head of PE and recreation. "By that age they are becoming more sophisticated and enjoy the outing from the social point of view as well as the sport. They can still take part in team games and matches after school."

At present the "packages" are confined to secondary schools, but during the coming term Mr Evans plans to visit all the junior schools in the area to show slides of the centre and talk about it. In addition, each will be offered a free one-and-a-half hour session, to see how they like it.

"And they will," he says. "I think there is a lot to be said for introducing children to formal games much earlier and breaking the 'bean bag' tradition in junior schools. I have been particularly gratified during the holidays to see many very young children at our Saturday Club when we take up to 70 children for a one-and-a-half hour session at 20p."

"We have even seen getting six-year-olds trying to play badminton—and loving it."

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Elementary rock climbing techniques: the instructor looks on.

A recreational experience

Tony Heath on the Sports Council's national centre at Plas y Brenin

More than 200 courses, all but a handful lasting a week or longer, are organized every year at Plas y Brenin, the Sports Council's national centre for mountain activities.

The bold statistic conceals a thoughtfully constructed network of activities ranging from climbing in the depths of North Wales' towering, promising winters to leisurely fly fishing amid the flawless scenery of Snowdonia's lakes and streams.

For Plas y Brenin caters for just about every form of outdoor pursuit—and for every level of ability. Simply to spend a week there—the centre nestles in the lee of Mount Slabod, one of Snowdon's impressive outcrops—is a recreational experience in the literal sense.

Many come to the centre in the first place to take part in one of the general outdoor activities courses—a "taster" week during which basics such as rock climbing, canoeing and mountaineering are experienced. Forty of these courses are run annually and organized school groups with teacher escorts as well as individuals are queuing up to fill them.

The week also includes skiing on Plas y Brenin's artificial all-weather slope, orienteering and an overnight expedition involving sleeping under canvas. It is, in fact, that sort of holiday which combines an out-of-the-rut holiday with a chance to discover new interests and, perhaps, a "stretch" urban muscles and minds.

Mountain craft and hill walking combine to form another popular week-long course. The basic instruction is aimed at the relative novice who wants to sample the mountains of Snowdonia. It concentrates on the ascent of Snowdon itself, which at 3,560 ft is the highest mountain in England and Wales and from which an incredible panorama amply rewards the long toil up rocky paths.

The more advanced course incorporates map and compass navigation, ridge scrambling and basic rescue procedures. Participants are also introduced to rock climbing. Between 15 and 20 separate basic rock climbing weeks are arranged every year. They set the beginner on the right path and give the learner with a modicum of experi-

ence confidence and increased self-reliance. On major crags there is an instructor to every two pupils and the latest techniques and equipment are used on the rock face and discussed in the classroom.

Advanced courses to prepare climbers for the Alps and winter courses involving movement over ice and snow are available for those who wish to take their climbing to the next level. However, the mountains offer more than climbing faces. Plas y Brenin takes this into account by including courses which recognize the nature of Snowdonia itself. One weekly study of the environment provides a comprehensive portrait of the land, the flora and fauna, and the human landscape as represented by the impact of man the farmer, the forester and the quarry worker, the three occupations that have helped to shape Snowdonia's character.

There are weekends and seven-day courses on mountain photography, and, most recently, plans have been evolved to hold painting courses in the territory made famous by David Cox.

Everywhere in Snowdonia water complements the mountains. The lake that flanks Plas y Brenin is a natural training ground for canoeists and most weeks in the summer season a fleet can be seen under instruction. One qualification for would-be canoeists which the centre insists on is an ability to swim.

An outdoor pool is used for rescue training and Eskimo roll training, that unerring sight of a canoeist rounding like a sausage on a spit and emerging right side up. The ski slope is an addition that gives Plas y Brenin an almost complete mountain look. True, local snow is sometimes available. But situated at 3,560 ft is the highest mountain in England and Wales and from which an incredible panorama amply rewards the long toil up rocky paths.

Weekends for novices and courses for potential ski instructors intermingle with casual users of the slope, which incorporates a rope way and floodlighting. The most up-to-date teaching methods are used together with video film/play-back facilities and novices are taught using short skis—a technique enabling rapid progress to be made. Perhaps Plas y Brenin's attraction course is not only to do with the range

of recreational pursuits and the undoubted beauty of its location. The fact that for about £52 a week all it is possible to enjoy all the facilities that go to make an outstanding holiday is a major consideration. The accommodation, two and three-bedded rooms all with hot and cold water and central heating, is good guest house standard.

The equipment is of a high standard. For example, all the climbing ropes used at Plas y Brenin have a "file" recording their history; when the time comes for them to be replaced they go. The equipment store is something of a model with neatly shelved rows of climbing helmets, carefully coiled ropes, racked camping stoves and a drenit, and enough to fit feet of every shape and size.

Much of the equipment can be hired at modest rates—a pair of mountain boots is available for around £2 a week—thus obviating the need for heavy spending on items which may only be used a couple of times a year.

Although Plas y Brenin is busiest during the summer it rarely closes its doors at all. Essential maintenance to the buildings and equipment is carried out during short breaks. However, the potential demand is building up to the point where it could be operating 365 days a year.

This situation is being brought about by a shift in the mix of those attending courses. Until recently about half of the 2,000-odd going groups from colleges, universities, i.e.s.s., and bodies such as ski and orienteering clubs.

The other 50 per cent was made up of individual bookings—simply people wanting to try their hand at one of the activities on offer or learners wishing to gain more experience in their particular skills. Now the number of individual bookings is increasing, a circumstance which indicates Plas y Brenin's national standing as an outdoors activity centre.

At the same time the number of day visitors, holidaymakers who find themselves within driving distance of the centre and who, perhaps, want to put in a couple of hours on the ski slope, is also increasing. Clearly, Plas y Brenin can expect to be even busier in the future.



Partly owing to a change of government a working party was not set up until May 1974. The working party finished its deliberations in March last and a report of its findings and recommendations is awaited. The National Water Safety Committee will hold a one-day course in London to give people the opportunity to hear and seek

guidance on the implications and findings of the report.

In the final analysis each one of us is responsible for our own safety in and on the water. Accident avoidance education is to help people to survive. It is to encourage imaginative and astute understanding of what can happen to people, and to prevent accidents which cause tragedies and suffering every year and cost the British economy millions of pounds.

For further details of the publications mentioned, and of the author at RoSPA, Cannon House, The Priory Queensway, Birmingham.

Mrs Vera Bryant is water safety organizer for RoSPA and secretary of the National Water Safety Committee.

CLEMENCE on goalkeeping

with JOHN KEITH

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PRIMARY Deputy Headships CONTINUED FROM PAGE 28

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Scale 1 Posts

WILTSHIRE... Scale 1 posts for 1978...

MARINE AREA

THE NORTH SCHOOL... Marine Area posts...

PETTERBOROUGH AREA

EXETER ROAD COUNTY INFANTS... Petterborough Area posts...

DEVON

TOQUAY, WATFORDS COUNTY... Devon posts...

DORSET

CHARKING COUNTY PRIMARY... Dorset posts...

POWYS

COUNTY COUNCIL... Powys posts...

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EDUCATION DEPARTMENT... Powys posts...

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EDUCATION DEPARTMENT... Powys posts...

WEST SUSSEX

WORTHY MIDDLE SCHOOL... West Sussex posts...

WILTSHIRE

WILTON PRIMARY SCHOOL... Wiltshire posts...

EALING

EDUCATION SERVICE... Ealing posts...

EAST SUSSEX

COUNTY COUNCIL... East Sussex posts...

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COUNTY COUNCIL... East Sussex posts...

HAMPSHIRE

ST. ANNE'S P.C. PRIMARY... Hampshire posts...

KENT

COUNTY COUNCIL... Kent posts...

POWYS

COUNTY COUNCIL... Powys posts...

POWYS

EDUCATION DEPARTMENT... Powys posts...

WEST SUSSEX

WORTHY MIDDLE SCHOOL... West Sussex posts...

WILTSHIRE

WILTON PRIMARY SCHOOL... Wiltshire posts...

Middle School Education

Headships... Middle school posts...

Scale 1 Posts

Scale 1 posts... Various posts...

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Scale 1 Posts

Scale 1 posts... Various posts...

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Appointment of Headteacher... Ravensdale Middle School, Ravensdale Road, Mansfield, Notts.

Suffolk County Council... Bacton County Middle School (9-13 years) Head Teacher (Group 6)

Staffordshire... Education Department... Scale 2 and above

Staffordshire... Education Department... Scale 2 and above

Staffordshire... Education Department... Scale 2 and above

Staffordshire... Education Department... Scale 2 and above

Leicestershire... Group 8 Headship... Coalville, Castle Rock High School

County of Cleveland... Secondary School Head Teacher... Ormsby School (Group 10)

Essex... The Robbills School... First Deputy Head

Essex... The Robbills School... First Deputy Head

Essex... The Robbills School... First Deputy Head

Essex... The Robbills School... First Deputy Head

Kent County Council... Education Department... Maccalls School, Paddock Wood

Dorset... Weymouth Grammar School (Group 12) Head Teacher

Dorset... Weymouth Grammar School (Group 12) Head Teacher

Cumbria Education Committee... Trinity School, Carlisle... Appointment of Head, Group 12

Somerset... Stanchester School, Stoke-Sub-Hamdon... Head of this 11-16 mixed comprehensive school

Leicestershire... Group 8 Headship... Coalville, Castle Rock High School

County of Cleveland... Secondary School Head Teacher... Ormsby School (Group 10)

Warwickshire... Dinsley School, For Ashdown Road, Rugby... Head required for January 1978

Warwickshire... Dinsley School, For Ashdown Road, Rugby... Head required for January 1978

Warwickshire... Dinsley School, For Ashdown Road, Rugby... Head required for January 1978

Warwickshire... Dinsley School, For Ashdown Road, Rugby... Head required for January 1978

Castle Vale School, Farnborough Road, Birmingham B35 7NL... Applications are invited from suitably qualified teachers

Birmingham City Council... Headship... Trinity House School

Kent County Council... Education Department... Maccalls School, Paddock Wood

Dorset... Weymouth Grammar School (Group 12) Head Teacher

Dorset... Weymouth Grammar School (Group 12) Head Teacher































Dorset Institute of Higher Education and Dorset County Council Social Services Department Joint Appointment

### Principal Lecturer in Social Work

£5,940-£8,642 p.a. plus £482 Supplement

Applications are invited for this post from persons with appropriate qualifications and experience.

- (1) to be responsible in the Institute for the education and training in social work.
- (2) to plan and develop courses in close cooperation with the Social Services Department.
- (3) to work in the Training Section of the Social Services Department.
- (4) to establish and manage, in the Institute, an Education and Training Unit for Social Work.

Further details and application form from The Director, Dorset Institute of Higher Education, Wallisdown Road, Wallisdown, BH12 5BB. Tel.: Bournemouth (0202) 52411. Closing date for applications 28th September, 1977.

### Polytechnics

#### Directors and Principals

#### Other Appointments

**MANCHESTER**  
THE POLYTECHNIC  
DEPARTMENT OF PRINTING  
LECTURER II IN TYPOGRAPHIC DESIGN

Temporary appointment for a group of 7 colleges under the terms of the 1976-77 Agreement. Applications should be qualified persons, preferably with industrial and teaching experience. Salary scale: £5,979-£7,403 plus £476 per annum supplement.

For further particulars and application form, please apply to the Director, Department of Printing, The Polytechnic, 100 Portland Street, Manchester M1 2HT.

### Colleges of Higher Education

#### Directors and Principals

#### Other Appointments

**LEICESTERSHIRE**  
WARDEN COLLEGE  
TEACHING STAFF

TEACHING STAFF from January 1978, to fill vacancies in the following departments: English, History, Law, Music, Physical Education, Social Studies, and Visual Arts. Applications should be made by 20th September 1977. Salary scale: £5,979-£7,403 plus £476 per annum supplement.

**DEVON**  
DAUNTON SCHOOL AND COLLEGE  
TEACHING STAFF

Applications for the post of Lecturer in English, History, and Law. Salary scale: £5,979-£7,403 plus £476 per annum supplement.

### Assessment Centre

#### LANCASHIRE

#### SOCIAL SERVICES

#### TEMPORARY TEACHERS

Applications for temporary teachers in the following subjects: English, History, Law, Music, Physical Education, Social Studies, and Visual Arts. Salary scale: £5,979-£7,403 plus £476 per annum supplement.

### ISLINGTON

#### INNER LONDON EDUCATION AUTHORITY

#### TEACHING STAFF

Applications for the post of Lecturer in English, History, Law, Music, Physical Education, Social Studies, and Visual Arts. Salary scale: £5,979-£7,403 plus £476 per annum supplement.

### NEWCASTLE UPON TYNE

#### EDUCATION AUTHORITY

#### TEACHING STAFF

Applications for the post of Lecturer in English, History, Law, Music, Physical Education, Social Studies, and Visual Arts. Salary scale: £5,979-£7,403 plus £476 per annum supplement.

### Ealing College of Higher Education

#### SCHOOL OF HUMANITIES

Applications are invited for temporary (one year), half full-time, Lecturers Grade 1 (5 sessions a week) in the following areas:

1. PRODUCT-INDUSTRIAL DESIGN
2. FASHION DESIGN
3. FASHION DESIGN-PATTERN CUTTING plus MAKING UP
4. GRAPHIC DESIGN-ADVERTISING ART DIRECTION
5. GRAPHIC DESIGN-LITHOGRAPHY

The successful candidates will be mainly concerned with teaching on the 3 year Vocational Integrated Design Course. Candidates will be expected to have relevant industrial experience and to be conversant with their role in industry. Teaching experience at this level is desirable.

Salary for the above posts will be pro rata Lecturer Grade 1: £3,316-£5,271 p.a. inclusive of London weighting and salary supplements, in accordance with the Burnham Scales of Salaries for Teachers in Establishments of Higher Education. The posts are tenable from 1 October, 1977, or as soon as possible thereafter, until 31 August, 1978.

Application forms available from The Chief Administrative Officer (AO 10), Ealing College of Higher Education, 61 Mary's Road, London W5 8LP. Please state which post you are interested in. Closing date: 20 September, 1977.

### SHEFFIELD CITY POLYTECHNIC

#### UNIT POINT-SERVICE COURSE

#### LECTURER II SENIOR

#### LECTURER IN SERVICE EDUCATION/EDUCATION MANAGEMENT

The successful candidate will join an expanding team teaching the Unit Point Service Course. The course is a 3 year vocational course leading to a diploma in service education. The successful candidate will be responsible for the teaching of the course and for the supervision of the students. Salary scale: £5,979-£7,403 plus £476 per annum supplement.

### BRIGHTON

#### BRIGHTON HOV' CLUB

#### TEACHING STAFF

Applications for the post of Lecturer in English, History, Law, Music, Physical Education, Social Studies, and Visual Arts. Salary scale: £5,979-£7,403 plus £476 per annum supplement.

### HEREFORD AND WORCESTER

#### EDUCATION AUTHORITY

#### TEACHING STAFF

Applications for the post of Lecturer in English, History, Law, Music, Physical Education, Social Studies, and Visual Arts. Salary scale: £5,979-£7,403 plus £476 per annum supplement.

### LONDON

#### INNER LONDON EDUCATION AUTHORITY

#### TEACHING STAFF

Applications for the post of Lecturer in English, History, Law, Music, Physical Education, Social Studies, and Visual Arts. Salary scale: £5,979-£7,403 plus £476 per annum supplement.

### PRE-SCHOOL PLAYGROUP ORGANISER

Full time to work as a pre-school playgroup organiser in a well-established playgroup in the City of London. The successful candidate will be responsible for the supervision of the playgroup and for the provision of a stimulating and educational environment for the children. Salary scale: £5,979-£7,403 plus £476 per annum supplement.

### WESTHILL COLLEGE

#### SELBY OAK, BIRMINGHAM B29 5LL

#### Principal: Alan G. Bamford, M.Ed., F.R.S.A.

### Lecturer in Education (Special Education)

Applications are invited for appointment as Lecturer in Education with special reference to the education of severely mentally handicapped children. The successful candidate will be a member of a team who have responsibility for the initial training courses (i.e. both Certificate and B.Ed. with a new Main Subject Course in Mental Subnormality in B.Ed. now beginning its second year), a full-time advanced Diploma course for qualified teachers, and in-service courses. Candidates should have good academic qualifications in the appropriate field of special education or psychology and experience of severely mentally handicapped children. It is hoped to make an appointment with effect from 1st January, 1978, or as soon as possible thereafter.

Applications should be made as soon as possible to the Principal from whom further information may be obtained. Salary will be according to Lecturer II grade of the Burnham F.E. Scales.

### UNIVERSITIES

#### APPOINTMENTS

#### THE TIMES HIGHER EDUCATION SUPPLEMENT

The newspaper for higher education provides appointments, all University and all non-University. It has a large established reputation in the University and non-University sectors. It is a must for all those concerned with higher education. It is published weekly and contains a wealth of information for job hunters.

### NEWCASTLE UPON TYNE POLYTECHNIC

#### Faculty of Education and Librarianship

### SENIOR LECTURER IN TECHNOLOGY FOR SCHOOLS

Required to initiate a wide range of in-service courses in technology and design, and to be fully involved in the development of all aspects of the Newcastle Science and Technology Education Centre. The work will involve considerable liaison with both educational institutions and industry. Applications should be graduates with appropriate school teaching experience in technology and design. Relevant industrial experience an advantage.

Burnham F.E. Senior Lecturer: £5,031-£5,935 (Bar) £5,417 plus £312 and £180 p.a. salary supplements. For further particulars and application forms, returnable by Friday, 23rd September, 1977, please send stamped addressed foolscap envelope to the Staffing Officer, Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne, NE1 8ST.

### CITY OF BIRMINGHAM DISTRICT COUNCIL

#### EDUCATION DEPARTMENT

#### ADULT EDUCATION, YOUTH AND COMMUNITY SERVICE

#### (1) HEAD OF COMMUNITY ACTIVITIES

Bartley Green School/Centre  
Currently Burnham Primary and Secondary scale 3: £3,307-£4,817 plus £312 p.a. supplement (under review).

The existing school-based post includes responsibility for the Bartley Green Youth and Community Centre in the school and on the school campus. It is currently under review with the proposal to transfer the post to the Bartley Green Centre and to be based on Burnham F.E. Lecturer Grade II (£3,276-£5,483 plus £312 and the 1977 salary supplement). The Youth and Community Service and responsibilities would be amended to include the organisation, supervision, co-ordination and development of adult education, youth and community work on the campus of the newly-extended Bartley Green School.

#### (2) HEAD OF COMMUNITY ACTIVITIES

Hartfield School/Fox Hollies Forum  
Burnham Primary and Secondary scale 3: £3,307-£4,817 plus £312 and the 1977 salary supplement.

The successful applicant will be appointed to the staff of Hartfield School and, together with assisting the Head Teacher to stimulate and support school involvement in educational, social and recreational activities of the local community, will be responsible for the organisation, supervision and development of adult education, youth and community work on the campus of the newly-extended Bartley Green School.

#### (3) YOUTH AND COMMUNITY WORKER

Small Heath School and Community Centre  
re-appointment  
J.N.C. 3a: £3,426-£3,888 plus £312 and the 1977 salary supplement.

The new Small Heath School and Community Centre represents a new initiative in educational, recreational and community work in Birmingham. The Youth and Community Worker will be responsible to the Community Education and Recreation Officer, appointed to the post, for the development and co-ordinating the programme of youth and community activities at the newly-extended Bartley Green School.

#### (4) YOUTH AND COMMUNITY WORKER

Newbury Community Centre  
Newbury Primary and Secondary scale 3: £3,307-£4,817 plus £312 and the 1977 salary supplement.

For further details and application forms, returnable to Mr. J. N. Parker, Youth and Community Officer, at the Municipal Offices, High Road, Leyton, London, E15 6JL. Closing date for receipt of applications: Monday, 28th September, 1977.

### Durham County Council

#### Social Services Department

### Resident Deputy Superintendent

Required for the Assessment Complex, Darlington at Park View Community Home where the primary emphasis is on rehabilitation. Salary scale and conditions of service in accordance with NJC Grade 4, £2,807 to £3,088 per annum plus £312 per annum supplement plus 5 per cent pay award (£10.88 minimum to £17.38 maximum per month). A qualification allowance of £150 per month. The person appointed will be required to operate a duty rota with other members of staff and will receive an 'on call' allowance of £2.01 per night.

### Second Deputy Third in Charge

Required at Beech Rise Unit, Darlington, an assessment unit and a special base care unit for adolescent girls within the Assessment Complex at Darlington. Salary scale and conditions of service in accordance with NJC Grade 4, £2,807 to £3,088 per annum plus £312 per annum supplement plus 5 per cent pay award (£10.88 minimum to £17.38 maximum per month). The Darlington Complex provides accommodation for 44/46 children of both sexes from seven to 18 years of age with particular emphasis on the adolescent and is under the administration of the Principal, Mr R. M. Johnson to whom all initial enquiries should be made (telephone: Darlington 57911).

Application forms, returnable by 23rd September, 1977, from the Director of Social Services, County Hall, Durham, DH1 5JG.

### CAMBRIDGESHIRE COUNTY COUNCIL

#### HERTFORDSHIRE COUNTY COUNCIL

### SPARROWS HERNE ASSESSMENT CENTRE, Bushey

### SECOND DEPUTY (Education)

Salary Scale Burnham II plus £400 Responsibility Allowance, £150 Fringe Area Allowance both per annum, £312 Annual Supplement and Phase 2 Supplement. The person appointed will be responsible to the Officer in Charge for Education at the Assessment Centre which provides care for 35 children, and will take an active teaching commitment. The Second Deputy is responsible for the leadership of the teaching staff and for the development of Education in the Centre. The teaching team comprises the Second Deputy and 3 Assistant Teachers already in post. Teachers who take an active part in the assessment process are expected to help the children modify their attitudes by initiating projects to provide a lively and interesting teaching programme. The Assessment Centre is a different, challenging work as the children are of wide age range and ability and often lack educational motivation. What better experience would any teacher want? Burnham conditions apply but holidays are staggered. The interview will be held on 7th October, 1977. Informal discussions by telephoning Hertford 54242, extension 5275. Application forms available from the Director of Social Services, County Hall, Hertford, or telephone Hertford 54242 extension 5548. Please quote reference B.44. Closing date: 29th September, 1977.

### SENIOR LECTURER IN EDUCATION MANAGEMENT ADMINISTRATION

Applications are invited for the above post from persons with good academic qualifications in Administration. Ability to offer Decision Making Theory within Education Management courses and a capacity to promote Staff Development Initiatives within the Region would be advantageous. The appointee will be expected to share the responsibility for the teaching of management and administrative studies in education on established in-service (Ed. Hon.) and Advanced Diploma courses and envisaged M.Ed. courses.

Salary: Senior Lecturer Scale.

Forms of application and further details may be obtained from the Senior Administrative Officer, Bolton College of Education (Technical), Chadwick Street, Bolton BL2 1JW. Tel. 0204 22182, to whom completed forms should be returned by 20th September, 1977.

### Teachers' Centres

#### LEICESTERSHIRE

#### TEACHING STAFF

Applications for the post of Lecturer in English, History, Law, Music, Physical Education, Social Studies, and Visual Arts. Salary scale: £5,979-£7,403 plus £476 per annum supplement.

### Waltham Forest

#### YOUTH AND COMMUNITY SERVICE

### Club Leader

Applications are invited from persons holding a recognised professional qualification in Youth and Community Work for this important full-time post with the Cameron Athan Boys' Club situated in Waltham Forest, London, E17. Applicants will need to have a sound grasp of Youth Work theory and practice allied to good organising ability, and the confidence to take immediate responsibility for leading and co-ordinating the efforts of a team of voluntary youth workers.

The appointment is to the Local Education Authority, on permanent full-time secondment to the Cameron Athan Club.

Salary will be in accordance with the Burnham (Further Education) Lecturer 1 Scale, rising to a maximum of £4,074 inclusive of London Weighting plus a Cost of Living Allowance of between £445 and £482 (depending on the incremental point of the Salary Scale on which the successful candidate is placed). The starting salary will be determined by the age, qualifications and relevant experience of the successful applicant.

For further details and an application form, write to Mr. J. N. Parker, Youth and Community Officer, at the Municipal Offices, High Road, Leyton, London, E15 6JL. Closing date for receipt of applications: Monday, 28th September, 1977.

### BIRMINGHAM CITY COUNCIL

#### ADULT EDUCATION, YOUTH AND COMMUNITY SERVICE

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For further details and application forms, returnable to Mr. J. N. Parker, Youth and Community Officer, at the Municipal Offices, High Road, Leyton, London, E15 6JL. Closing date for receipt of applications: Monday, 28th September, 1977.

### Durham County Council

#### Social Services Department

### Resident Deputy Superintendent

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### Second Deputy Third in Charge

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Application forms, returnable by 23rd September, 1977, from the Director of Social Services, County Hall, Durham, DH1 5JG.

### CAMBRIDGESHIRE COUNTY COUNCIL

#### HERTFORDSHIRE COUNTY COUNCIL

### SPARROWS HERNE ASSESSMENT CENTRE, Bushey

### SECOND DEPUTY (Education)

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# Bring your teaching skills to Nigeria

With the important role of education in Nigeria's drive towards social and economic development, more schools are still being established to cater for the fast growing student population in the country. To meet the manpower needs of this expansion, it is intended to recruit suitably qualified candidates of all disciplines—particularly Mathematics, the Sciences, Geography, English and Technical subjects—to teach in Secondary Schools and Teacher Training Institutions in Nigeria. Candidates should possess a degree from a recognised University, preferably plus teaching qualifications and/or experience, or the B.Ed. degree. All appointments will be to the Civil Service in Nigeria and the salaries offered will be in the range N3,264 to N7,752 p.a. (entry points depending on qualifications and experience). There are also promotion prospects for those who show enterprise and qualities of leadership. Non-Nigerians will be appointed on contract for a number of years at a time, with contract extensions, as well as gratuities, in addition to the salaries quoted above. Interested candidates should collect, write or phone for an Application Form from: The Nigeria High Commission, 9 Northumberland Avenue, London WC2, Tel. 01-839 1244, ext. 308 or 108. Completed forms should be returned to the same address not later than 5th October, 1977.

# Nigeria

# Somerset

### EDUCATIONAL & CULTURAL SERVICES COMMITTEE

### COMMUNITY CENTRE WARDEN

Community Centre/Warden required at the new Taunton Youth and Community Centre in Somerset. These extensive new premises were opened in September, 1976 and include activities spaces, workshops, outdoor courts etc. The warden will be responsible for the following activities: the warden will be responsible for the following activities: drama, games, physical education, music, etc. The warden will also be responsible for the following activities: drama, games, physical education, music, etc. The warden will also be responsible for the following activities: drama, games, physical education, music, etc.

For further information and application forms, please apply to the Education Officer, 21 Priory Avenue, Taunton, Somerset, TA1 1JG. Tel. 0378 6744. Closing date for applications: Monday 19th September, 1977.

### Durham County Council

#### Social Services Department

### Resident Deputy Superintendent

Required for the Assessment Complex, Darlington at Park View Community Home where the primary emphasis is on rehabilitation. Salary scale and conditions of service in accordance with NJC Grade 4, £2,807 to £3,088 per annum plus £312 per annum supplement plus 5 per cent pay award (£10.88 minimum to £17.38 maximum per month). A qualification allowance of £150 per month. The person appointed will be required to operate a duty rota with other members of staff and will receive an 'on call' allowance of £2.01 per night.

### Second Deputy Third in Charge

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Application forms, returnable by 23rd September, 1977, from the Director of Social Services, County Hall, Durham, DH1 5JG.

### Durham County Council

#### Social Services Department

### Resident Deputy Superintendent

Required for the Assessment Complex, Darlington at Park View Community Home where the primary emphasis is on rehabilitation. Salary scale and conditions of service in accordance with NJC Grade 4, £2,807 to £3,088 per annum plus £312 per annum supplement plus 5 per cent pay award (£10.88 minimum to £17.38 maximum per month). A qualification allowance of £150 per month. The person appointed will be required to operate a duty rota with other members of staff and will receive an 'on call' allowance of £2.01 per night.

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Application forms, returnable by 23rd September, 1977, from the Director of Social Services, County Hall, Durham, DH1 5JG.

### Social Services Department

### Study Supervisor(s) for the Certificate in Social Service Scheme in Cambridgeshire

Salary: APS/801 £3,826-£4,846 + £312 + 1977 pay supplement, point negotiable according to skills and experience. Two Study Supervisors (full or part-time) to support, supervise an apprentice in the learning of staff in the Department undertaking this Certificate. Applicants should have knowledge and experience of working in/vol with Social Services; experience of student supervision and an understanding of the adult care system and appropriate professional qualifications, i.e.: in psychology, social work, education. Current driving licence is essential. Removal/relocation expenses up to a maximum of £750 in approved cases. For informal discussion please ring the Training Officer, Miss B. Robins on Cambridge 58811, Ext. 534, or the Assistant Training Officer, Mrs. V. O'Brien, Ext. 538. Application form and job description from the Director of Social Services, Castle Court, Castle Hill, Cambridge. Telephone: Cambridge 58811. For an assessment centre reference: SS/7/W. Closing date for return of forms 18th September, 1977.

### CAMBRIDGESHIRE COUNTY COUNCIL

#### HERTFORDSHIRE COUNTY COUNCIL

### SPARROWS HERNE ASSESSMENT CENTRE, Bushey

### SECOND DEPUTY (Education)

Salary Scale Burnham II plus £400 Responsibility Allowance, £150 Fringe Area Allowance both per annum, £312 Annual Supplement and Phase 2 Supplement. The person appointed will be responsible to the Officer in Charge for Education at the Assessment Centre which provides care for 35 children, and will take an active teaching commitment. The Second Deputy is responsible for the leadership of the teaching staff and for the development of Education in the Centre. The teaching team comprises the Second Deputy and 3 Assistant Teachers already in post. Teachers who take an active part in the assessment process are expected to help the children modify their attitudes by initiating projects to provide a lively and interesting teaching programme. The Assessment Centre is a different, challenging work as the children are of wide age range and ability and often lack educational motivation. What better experience would any teacher want? Burnham conditions apply but holidays are staggered. The interview will be held on 7th October, 1977. Informal discussions by telephoning Hertford 54242, extension 5275. Application forms available from the Director of Social Services, County Hall, Hertford, or telephone Hertford 54242 extension 5548. Please quote reference B.44. Closing date: 29th September, 1977.

### CAMBRIDGESHIRE COUNTY COUNCIL

#### HERTFORDSHIRE COUNTY COUNCIL

### SPARROWS HERNE ASSESSMENT CENTRE, Bushey

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Overseas Appointments

TOKYO CAMBRIDGE SCHOOL OF ENGLISH... AFRICA... NORTHERN ITALY... MOROCCO... SPAIN... NEW ZEALAND... SOUTH AFRICA... BOTSWANA... Administration... Local Education Authority... AREA CAREERS OFFICER... COUNCILS... ITALY... LEICESTERSHIRE... CITY OF MANCHESTER... CARRIAGES SERVICE... MINISTRY OF DEFENCE... THE EUROPEAN SCHOOLS... ENGLISH TEACHING SPECIALIST... DIRECTOR OF STUDIES (ELT)... LECTOR IN ENGLISH FOR SPECIAL PURPOSES... SCHOOL PRINCIPAL... THE BRITISH COUNCIL

OVERSEAS TEACHING POSTS
ELT SPECIALIST IN INSTRUCTIONAL MATERIALS (THAILAND)
HEAD OF ENGLISH DEPARTMENT (YEMEN)
TWO LECTURERS IN EFL (BAHRAIN)
HEAD OF ENGLISH DEPARTMENT (BAHRAIN)
DIRECTOR OF STUDIES (ELT) (JORDAN)
LECTOR IN ENGLISH FOR SPECIAL PURPOSES (YUGOSLAVIA)
SCHOOL PRINCIPAL (SRI LANKA)

Administration... Local Education Authority... AREA CAREERS OFFICER... COUNCILS... ITALY... LEICESTERSHIRE... CITY OF MANCHESTER... CARRIAGES SERVICE... MINISTRY OF DEFENCE... THE EUROPEAN SCHOOLS... ENGLISH TEACHING SPECIALIST... DIRECTOR OF STUDIES (ELT)... LECTOR IN ENGLISH FOR SPECIAL PURPOSES... SCHOOL PRINCIPAL... THE BRITISH COUNCIL

NORTH EASTERN EDUCATION AND LIBRARY BOARD
Chief Officer Deputy to the
THE EUROPEAN SCHOOLS: SECONDARY ASSISTANT TEACHER POST
MINISTRY OF DEFENCE
Senior Teaching Appointments in NW Europe for January 1978

Administration... Local Education Authority... AREA CAREERS OFFICER... COUNCILS... ITALY... LEICESTERSHIRE... CITY OF MANCHESTER... CARRIAGES SERVICE... MINISTRY OF DEFENCE... THE EUROPEAN SCHOOLS... ENGLISH TEACHING SPECIALIST... DIRECTOR OF STUDIES (ELT)... LECTOR IN ENGLISH FOR SPECIAL PURPOSES... SCHOOL PRINCIPAL... THE BRITISH COUNCIL

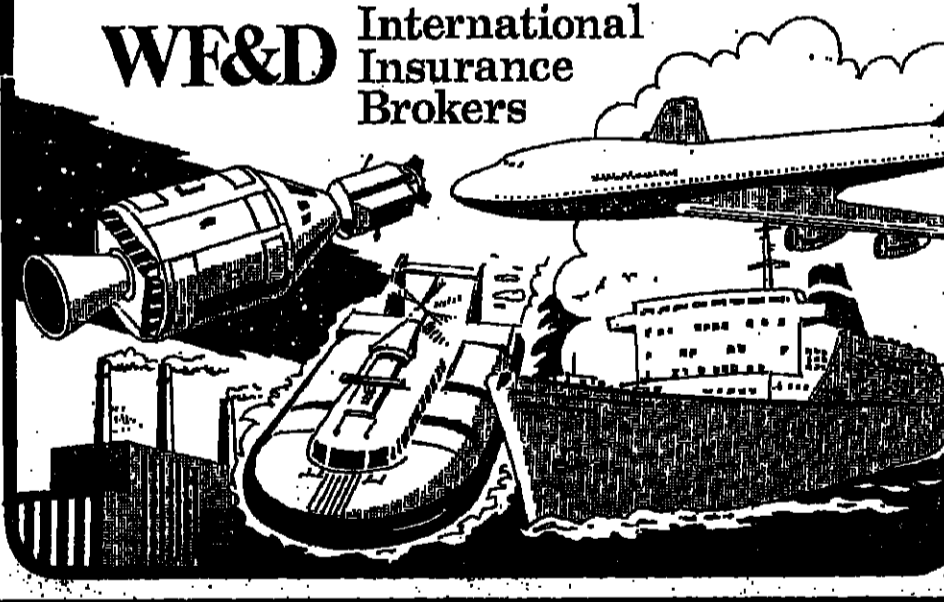
Area Careers Officer
SURREY COUNTY COUNCIL
MINISTRY OF DEFENCE
Senior Teaching Appointments in NW Europe for January 1978

Administration... Local Education Authority... AREA CAREERS OFFICER... COUNCILS... ITALY... LEICESTERSHIRE... CITY OF MANCHESTER... CARRIAGES SERVICE... MINISTRY OF DEFENCE... THE EUROPEAN SCHOOLS... ENGLISH TEACHING SPECIALIST... DIRECTOR OF STUDIES (ELT)... LECTOR IN ENGLISH FOR SPECIAL PURPOSES... SCHOOL PRINCIPAL... THE BRITISH COUNCIL

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Willis, Faber & Dumas Ltd
Sports & Social Club
Recreation Manager/Manageress
Assistant Recreation Manager/Manageress
WF&D International Insurance Brokers
Regional International School
Deputy head teacher





ADMINISTRATION (General) continued

HEALTH EDUCATION COUNCIL
All you experienced in the field of health education...
The Council is currently recruiting for a number of posts...

LONDON
The Education Committee of the Greater London Council...
The Council is currently recruiting for a number of posts...

Child Care
Applications are invited for the following posts...
The posts are for Child Care Officers in various areas...

ENFIELD
Applications are invited for the following posts...
The posts are for various educational roles in Enfield...

THE ASSOCIATED EXAMINING BOARD
For the General Certificate of Education...
The Board is currently recruiting for a number of posts...

YORKSHIRE AND HUMBERSIDE COUNCIL FOR FURTHER EDUCATION
Applications are invited for the following posts...
The Council is currently recruiting for a number of posts...

CITY OF BRISTOL
Applications are invited for the following posts...
The City is currently recruiting for a number of posts...

CORNWALL Education Department
English Adviser
(Readvertisement - Previous)
Applicants will be reconsidered...

Staff Inspector of History and Social Sciences
Salary within range £9,182-£10,235
(Exclusive of London Weighting)...

UNIVERSITY OF LONDON Goldsmiths' College
Applications are invited for the post of Registrar...
It is hoped that the successful applicant will be able to take up duty with effect from 1st January, 1978...

DETACHED EMPLOYMENT WORKER
£5,357 to £4,137 p.a. (plus Supplements c. £481 p.a.)
Required to operate mainly in the North Kensington area...

ROYAL SOCIETY OF ARTS SECRETARY TO THE EXAMINATIONS BOARD
c. £10,000
Founded in 1754, the Royal Society of Arts operates as a national body in a wide field of applied arts and sciences...

Essex Area Health Authority and Essex Social Services Dept.
Training Officer
£4,239-£4,545 plus £312 plus 5% supplement (maximum £4 per week)
Jointly financed, new appointment to promote:
- Inter-disciplinary in-service training for those concerned with non-accidental injury to children; and
- Joint in-service training for Health Service and Social Services staff involved in caring for children, the elderly, and the handicapped.

SUSSEX
Applications are invited for the following posts...
The posts are for various educational roles in Sussex...

THE ASSOCIATED EXAMINING BOARD
For the General Certificate of Education...
The Board is currently recruiting for a number of posts...

BUCKINGHAMSHIRE
Applications are invited for the following posts...
The County is currently recruiting for a number of posts...

INNER LONDON EDUCATION AUTHORITY
Applications are invited for the following posts...
The Authority is currently recruiting for a number of posts...

Liverpool
Applications are invited for the following posts...
The City is currently recruiting for a number of posts...

County of Avon Education Service
ADVISER (Home Economics)
Salary Scale: Souldbury Group 9 (0-4)
£8,969-£7,593 plus £312 p.a. and £189 p.a. Supplement

Cheshire
Senior Administrative Officer
£3,386-£4,095 + supplement of £2,495.90-£250.56 p.a.
Required at Macclesfield College of Further Education...

Handicraft Instructor
£2,127-£2,529 plus £442.32-£454.05 p.a. supplement
Required at Bridgewater, a purpose-built centre for up to 50 physically handicapped adults...

GENERAL ADVISER (SECONDARY)
£8,253-£8,877
Applications are invited for this interesting and challenging post, which has responsibilities across the whole secondary curriculum...

QUEEN ANNE'S SCHOOL CAVERSHAM
BURSAR
required at Queen Anne's School, an independent boarding school for 330 girls near Reading, Berkshire...

COMMISSION FOR RACIAL EQUALITY
Senior Officer - Education
The Commission has a vacancy in London for a Senior Officer to specialize in the field of education. The successful candidate will work as a member of a team developing programmes and giving advice in the education, social services, housing and other fields to meet the special needs of minority groups...

LIVERPOOL AREA EDUCATIONAL PSYCHOLOGISTS
Applications are invited for the following posts...
The Area is currently recruiting for a number of posts...

Professional Body - London - Graduate - c. £5,000
EDUCATION AND TRAINING
The Institute of Chartered Accountants in England and Wales invites applications from U.K. graduates (men or women) for appointment within the Secretary to the Board of Education and Training Committee of an ASSISTANT SECRETARY to the Board of Accreditation of Colleges and Courses...

LONDON BOROUGH OF ENFIELD
GENERAL ADVISER (SECONDARY)
£8,253-£8,877
Applications are invited for this interesting and challenging post, which has responsibilities across the whole secondary curriculum...

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Senior Administrative Officer
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Required at Macclesfield College of Further Education...

QUEEN ANNE'S SCHOOL CAVERSHAM
BURSAR
required at Queen Anne's School, an independent boarding school for 330 girls near Reading, Berkshire...



**ilea** INNER LONDON EDUCATION AUTHORITY

**Schools' Psychological Service**

# Educational Psychologist

(Grade B)  
to work in South London

Applicants should have an honours degree in Psychology, teaching experience, a post-graduate training in educational psychology and not less than three years experience as an educational psychologist.

Salary Range: £7868.80-£8868.90 (inclusive of London Weighting and Phase I and II Supplements).

Details and application forms from the Education Officer (EO) at: 11 Adington Street Annex, The County Hall, London SE1 7PB. Please enclose a stamped addressed postpaid envelope. Forms to be returned by 26 September 1977.

**MISCELLANEOUS**  
Appointments continued

**FREE SCHOOL.**  
WHITE LION STREET FREE SCHOOL.  
needs full time, skilled, experienced person in the White Lion Street area. The school is a voluntary aided primary school. White Lion Street, Lambeth, N.1.

**NUMERATE?**  
Want to learn a new skill, meet people and still have sufficient time for your own interests? Take advantage of the Numerate Scheme of the City of London Education Authority. Details on request.

**POWER IN EDUCATION**  
EDUCATION COMMITTEE  
PSYCHIATRIC MUSIC TEACHERS (STRINGS)  
Required for January 1, 1978. For further details and application forms, contact the Education Officer, County Hall, London SE1 7PB. Please enclose a stamped addressed postpaid envelope. Forms to be returned by 26 September 1977.

## DEPUTY COUNTY EDUCATION OFFICER

£8,841 x £219 (3)—£9,498 + £208.50

The vacancy will arise in February, 1978 with the retirement of the present Deputy County Education Officer.

Application forms and further details are available from the Personnel Officer, County Hall, Northampton, NN1 1DN and should be returned by 23rd September, 1977.

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**Northamptonshire**  
Education Department

## CAMBRIDGESHIRE EDUCATION COMMITTEE

Careers Service  
**SPECIALIST CAREERS OFFICER**  
(To work with Handicapped)

Duties include guidance and placing work with handicapped young people in Special Schools in the Peterborough and Fenland Areas, and in Comprehensive Schools in Peterborough. Diploma in Careers Guidance (or equivalent Careers Service qualification) essential.

Salary AP4, £3,368-£3,702 (plus £312 and Phase 2 award). Closing date 18th September.

Application forms and further information from Assistant Education Officer (Careers), Careers Centre (Ref. 16), 7 Rosa Crescent, Cambridge.

## GLASGOW SCHOOL OF ART ACADEMIC REGISTRAR

Applications are invited by 30th September, 1977, for the above post which is in the academic establishment of the School. Candidates should be suitably qualified in the Fine Art or Design fields, and possess teaching experience.

Duties include supervision of admission procedures, discipline, charging of fees and final assessments, student contact on an individual basis.

The School is a Scottish Central Institution financed through the Scottish Education Department and offers in Fine Art, Design and Planning. A joint degree course in Architecture is run in conjunction with the University of Glasgow. There is also an extensive part-time Architecture course.

Salary: Head of Department Point 15—£9,372 per annum.

Application forms and further details from: SECRETARY AND TREASURER, GLASGOW SCHOOL OF ART, 167 Renfrew Street, Glasgow, G3 6RQ.

## Royal County of BERKSHIRE

**EDUCATIONAL PSYCHOLOGIST**  
£7,470-28,084

Educational Psychologist with Good Honours Degree in Psychology post-graduate training in educational psychology and relevant experience as qualified teacher, required for varied work in the School Psychological Service and Child Guidance Service. The appointment will be based, in the first instance, in Slough, for which London Fringe Area Payment applies. A car allowance is payable.

Application form and further details from Director of Education (BPM), Kennet House, 86/82 Kings Road, Slough, Berkshire. Enquiries may be made to Mrs. D. Brown, Principal Educational Psychologist (Reading 58831). Closing date 19 September, 1977.

**ENGLISH AS A FOREIGN LANGUAGE continued**

**LONDON, N.W.4**  
DIRECTOR OF STUDIES  
Required by a well-established medium-sized English Language School.

Preference will be given to those with relevant qualifications, experience in TFL and ability to motivate, organise and plan ahead.

Excellent prospects for the right person. Salary negotiable.

Interested candidates should forward a curriculum vitae with supporting references to: Mr. G. Spry, Director of Studies, English Language School, 23 Cleveland Road, E.C.1.

## LOOKING FOR AN OPPORTUNITY OUTSIDE THE CLASSROOM?

Angus Stewart Publications, a Company publishing modern Primary School learning materials, is looking for two representatives in:

- GREATER LONDON
- WEST MIDLANDS

We are looking for young qualified teachers aged 22-28, who would be required to call on schools within their areas demonstrating and selling our early learning materials.

Basic Salary is £2,600 per annum plus a monthly share of profit bonus based on results. A generous car and insurance allowance is paid plus a petrol allowance. Normal school hours and holidays operate. For forms of application contact:

Sales Administration Manager  
Angus Stewart Publications Ltd  
Town Hall, Sheringham, Norfolk NR28 8QY  
Tel: (STD) 0263 823322

Closing date for requests for forms 23 September, 1977.

## An unusual training post

Is to be filled at VSO's London Headquarters.

The Training Officer appointed will develop, plan and organise courses in professional, language and communication skills and briefing courses for skilled volunteers about to work overseas. VSO currently has over 1000 volunteers in Third World rural development, health services, technical projects and education.

Experience in course organisation is required as is an understanding of volunteers' needs which must almost certainly come from having lived in a developing country or previous work concerned with Third World affairs.

This senior post, which is assisted by more junior professional staff, carries an initial salary of £4800 including London Weighting.

Applications by 23 September to David Collett, Director, (ref. 1), Voluntary Service Overseas, 14 Blagpods Bridge Road, London W2 6AA. Telephone: 01-282 2911.

## VSO Voluntary Service Overseas

**Just to remind you that your education is still worth something**

Intelligence, determination, and the ability to express yourself clearly. All products of a good education, yet seemingly forgotten by some companies today.

But not at Northwood Publications. We realise the value of your education and training courses we would like to remind you how far you could go by training you as a TeleSales Convener.

Of course, it isn't easy but as long as you can project your personality well over the telephone, we'll quickly teach you every aspect of the job. And how to become a complete professional, selling advertising space for any one of our trade publications. We realise the name 'Northwood' may not mean much to you at the moment, but when you hear we're part of the Thomson Organisation you'll earn a good salary to start. £3,100 rising with time while you're making your way through the business, then you can well imagine the variety of opportunities open to you. And there are just there for the taking: regular increases and bonus to £3,300+ after a year. And you'll be joined by equally professional people in an open-plan office with everyone happy to help if you have any problems.

If you've forgotten how good it feels to have really achieved something at the end of the day, Northwood Publications would like to remind you.

Simply telephone Denise Gilhooly on 01-937 8422  
Northwood Publications Ltd.  
Elm House,  
10-16 Elm Street,  
London WC1X 9BP

**LONDON, W.2**  
Required by a well-established medium-sized English Language School.

Preference will be given to those with relevant qualifications, experience in TFL and ability to motivate, organise and plan ahead.

Excellent prospects for the right person. Salary negotiable.

Interested candidates should forward a curriculum vitae with supporting references to: Mr. G. Spry, Director of Studies, English Language School, 23 Cleveland Road, E.C.1.

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Angus Stewart Publications Ltd  
Town Hall, Sheringham, Norfolk NR28 8QY  
Tel: (STD) 0263 823322

Closing date for requests for forms 23 September, 1977.

**OVERSEAS REPRESENTATIVES FOR SCHOOL OF ENGLISH**

Enquiries are invited from qualified individuals who are interested in representing a growing School of English studies on the island of Malta. The School is a well-established institution. Please write enclosing a curriculum vitae and references to: Mr. G. Spry, Director of Studies, English Language School, 23 Cleveland Road, E.C.1.

**OXFORD**  
DIRECTOR OF STUDIES  
Required for small well-established English Language School. The School is a well-established institution. Please write enclosing a curriculum vitae and references to: Mr. G. Spry, Director of Studies, English Language School, 23 Cleveland Road, E.C.1.

**LONDON**  
THE UNIVERSITY INSTITUTE OF EDUCATION  
M.A. IN CHILD MOVEMENT WITH EDUCATION  
Two-year part-time and one-year full-time courses will be offered from October 1978. The Institute is a well-established institution. Please write enclosing a curriculum vitae and references to: Mr. G. Spry, Director of Studies, English Language School, 23 Cleveland Road, E.C.1.

**RESIDENT TUTOR**  
Excellent opportunities for a young person to work as a resident tutor in a well-established institution. Please write enclosing a curriculum vitae and references to: Mr. G. Spry, Director of Studies, English Language School, 23 Cleveland Road, E.C.1.

**DESPERATE FEMALE**  
Required for a well-established institution. Please write enclosing a curriculum vitae and references to: Mr. G. Spry, Director of Studies, English Language School, 23 Cleveland Road, E.C.1.

**GRADUATE IN ENGLISH AND SPANISH**  
Required for a well-established institution. Please write enclosing a curriculum vitae and references to: Mr. G. Spry, Director of Studies, English Language School, 23 Cleveland Road, E.C.1.

**NOTTINGHAM**  
THE UNIVERSITY OF NOTTINGHAM  
Applications are invited from suitably qualified persons for the above courses available from the University of Nottingham. The courses are available from a wide range of teaching institutions and involve a curriculum innovation, including a research project. The courses are available from a wide range of teaching institutions and involve a curriculum innovation, including a research project. The courses are available from a wide range of teaching institutions and involve a curriculum innovation, including a research project.

**EDUCATIONAL COURSES**

Applications are invited from suitably qualified persons for the above courses available from the University of Nottingham. The courses are available from a wide range of teaching institutions and involve a curriculum innovation, including a research project. The courses are available from a wide range of teaching institutions and involve a curriculum innovation, including a research project.

**CAMBRIDGE**  
SHROPSHIRE SCHOOL OF EDUCATION  
TEACHING TRAINING COURSE  
The School is a well-established institution. Please write enclosing a curriculum vitae and references to: Mr. G. Spry, Director of Studies, English Language School, 23 Cleveland Road, E.C.1.

**SCHOOLS COUNCIL EVALUATOR**  
Readvertisement  
The Industry Project, which is conducted in close consultation with the CBI and TUC, is aimed at creating frameworks which will facilitate liaison between schools and industry and curriculum development designed to increase pupils' awareness of industrial society.

**STAFF TRAINER**  
required by  
**PETER JONES,**  
Sloane Square, London SW1  
Pay £3,500 to £4,000

**LONDON**  
The City of London Education Authority is offering a one-year course for the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Modern Languages. The course is available from a wide range of teaching institutions and involves a curriculum innovation, including a research project.

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## CIVIL SERVICE COLLEGE

**Lecturers in Public Administration**  
£5420-£7970

The Civil Service College provides a wide range of management and development training for civil servants at its centres in Sunningdale and London.

Public Administration topics include: Parliament, its structure and procedures; government machinery; local government; including its relationship with the centre; nationalised industries; international institutions and relations.

The Lecturers will be responsible for the design, organisation and running of courses and seminars at all levels for lecturing and tutoring in small groups, and for identifying and briefing suitable outside speakers. As many of the planning and teaching activities are carried out in close collaboration with staff from other areas of the College Lecturers will be able to work within interdisciplinary teams.

Candidates, aged at least 26, should normally have a degree with 1st or 2nd class honours in Politics, Government or a related subject. They should be able to demonstrate wide-ranging knowledge of the Public Administration field and offer a particular area in which they would be able to specialise. Relevant teaching experience advantageous.

Starting salary at Sunningdale will be in the quoted range; £465 higher in London. At least one post will be based at Sunningdale. Appointments will be pensionable and either for a fixed period (normally of 5 years) or (in appropriate cases) on a permanent basis for a minimum of 2 years. For further details and an application form (to be returned by 30 September, 1977) write to: Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 58551 (answering service operates outside office hours). Please quote ref. G/9571/3.

**Humberside County Council**  
EDUCATION DEPARTMENT  
**Educational Psychologist**  
Scunthorpe Division

Post No. HQ PSY.27.

Applications are invited for this post in the Scunthorpe Division of the County Psychological Service.

Applicants should have a degree in psychology, teaching experience and post graduate training in educational psychology.

Salary will be within Burnham Scale 3 to Head Group 7, £5100-£6660 plus Stage I and Stage II Supplements.

The post carries an essential car user allowance. The County Council has adopted a scheme for approved removal and disturbance expenses.

Application forms and further particulars available from: Director of Education, Education Department, County Hall, Beverley, North Humberside, HU17 9BA. Completed application forms to be returned within 14 days of the appearance of this advertisement.

**Cambridgeshire**  
PETERBOROUGH AREA  
EDUCATION DEPARTMENT  
**TEACHER** Scale 5.

See main advertisement under Primary Scale 5 and above.

**DIRECTOR OF STUDIES**  
NEWHAM LANGUAGE CENTRE  
with a view to appointing a DIRECTOR OF STUDIES to take effect from November 1977 or as soon as possible thereafter. The Director of Studies should have a degree in a relevant subject and wide teaching experience in the use of language in schools. Evidence of ability to collaborate in business management decisions will be an advantage.

The Director of Studies will have overall responsibility for the centre's operations, including the recruitment, training and development of staff, and will be responsible for the centre's financial management.

The initial appointment salary will be £4,500 to £5,000 dependent on experience and qualifications. Six weeks holiday per annum. Visa in writing with Curriculum Centre, Newham Language Centre, 230, Strand, London WC2R 0EX.

**KENT**  
GRAVESEND DIVISION  
Qualified and experienced primary school teachers for appointment to the following posts in the Kent Education Department: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Modern Languages. The course is available from a wide range of teaching institutions and involves a curriculum innovation, including a research project.

**Cambridgeshire**  
PETERBOROUGH AREA  
EDUCATION DEPARTMENT  
**TEACHER** Scale 5.

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**Cambridgeshire**  
PETERBOROUGH AREA  
EDUCATION DEPARTMENT  
**TEACHER** Scale 5.

See main advertisement under Primary Scale 5 and above.

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**Cambridgeshire**  
PETERBOROUGH AREA  
EDUCATION DEPARTMENT  
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Plas y Brenin National Centre for Mountain Activities  
Capel Curg, North Wales  
requires  
**Experienced Specialist Instructors**  
**(1) Canoeing**  
**(2) Mountaineering**  
(Other skills such as orienteering and skiing will be of considerable advantage)  
One post will be residential.  
Basic salary scale 4,069-£4,407 plus allowances for long and irregular hours, superannuation contributions, amounts due under Phase I and II and deductions for accommodation.  
Further details and application forms from: The Personnel Unit (PYB5/77), The Sports Council, 70 Brompton Road, London SW3 1EX. Closing date 30 September, 1977.

**United Kingdom Commonwealth Commission—Scholarship Rhodesia**  
Applications for nomination to the Commonwealth Scholarship Commission for awards to be made in 1978 are now invited.  
Any Rhodesian graduate, wherever resident who wishes to apply for one of these scholarships for postgraduate studies in the United Kingdom should write for particulars and application forms to:  
Mr A. W. Qureshi  
Room E849  
Ministry of Overseas Development  
Eland House  
Stage Place  
London SW1A 2DH  
Inquiries should be made as early as possible but must not arrive later than 31 October, 1977.

The Third London Exhibition of  
**Early Musical Instruments**  
Sponsored by The Early Musical Instrument Makers Association  
The New Horticultural Hall, Westminster  
15-17 September, 1977  
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96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93